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ABSTRACT

This document reports the status of accomplishment of the objectives of the Dade County (Florida) Public School system for fiscal year 1986-87. It is organized by 12 bureaus/offices representing the district organization during the 1986-87 school year. The district's comprehensive plan is developed annually through a systematic district-wide process of specifying the objectives of the school system, determining the present attainment of those objectives, and selecting strategies for improvement. The evaluation is based on a self-evaluation by the respective district bureaus and offices and an independent review by the Office of Educational Accountability concerning the status of accomplishment of 23 objectives randomly selected from the total of 134 objectives. The objectives and indicators were assessed in terms of the following categories: "objective/indicator accomplished," "considerable progress," "moderate progress," "little or no progress," or "not applicable." On the basis of the two-pronged evaluation, it is concluded that the results of the independent review were generally in agreement with the self-evaluation by the bureaus and offices. Of the 23 objectives independently reviewed, 20 were in agreement with the assessment by the bureaus and offices. Ten objectives were accomplished, 5 exhibited considerable progress, 3 exhibited moderate progress, and 5 exhibited little or no progress. (TJH)

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STATUS OF ACCOMPLISHMENT OF THE DISTRICT'S OBJECTIVES

1986-87

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TM 012 093

OFFICE OF EDUCATIONAL ACCOUNTABILITY

STATUS OF ACCOMPLISHMENT OF THE DISTRICT'S OBJECTIVES

1986-87

Dade County Public Schools
Office of Educational Accountability
1450 Northeast Second Avenue
Miami, Florida 33132

December 1987

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

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Bureau of Governmental Relations.. F

Bureau of Business Management.. G

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Office of Legislative and Labor Relations.. J

Office of Educational Accountability.. K

Division of Management Audits.. L

INTRODUCTION

This document reports the status of accomplishment of the objectives of the Dade County Public School system for fiscal year 1986-87. These objectives, which were incorporated in the District Comprehensive Plan, 1986-87 to 1990-91, were adopted by the School Board on September 3, 1986. (Note: This document is organized by bureaus/offices representing the district organization during 1986-87.)

The district's comprehensive plan is developed annually through a systematic districtwide process of specifying the objectives of the school system, determining the present attainment of those objectives, and selecting strategies for improvement. An integral part of the planning function involves the annual follow-up on the status of accomplishment of the district's objectives established during the prior year.

The status of accomplishment of the objectives included in this report is based in part on a self-evaluation by the respective bureaus/offices. The status statements are labeled "Self-Evaluation" and represent responses provided by the bureaus and offices. In addition to the self-evaluation, the Office of Educational Accountability (OEA) conducted an independent review of the status of accomplishment of 23 objectives which were randomly selected out of the total of 134.

Status of Accomplishment - Self-Evaluations by the Individual Bureaus/Offices

At the close of the 1986-87 fiscal year, each bureau/office was provided a copy of its 1986-87 objectives/indicators and a form to report on the status of accomplishment as of June 30, 1987. For the purpose of this report, each objective and indicator was to be labeled as OBJECTIVE/INDICATOR ACCOMPLISHED, CONSIDERABLE PROGRESS, MODERATE PROGRESS, LITTLE OR NO PROGRESS, or NOT APPLICABLE. A brief summary statement of the accomplishments under each objective-indicator was also requested.

The tabulation on page 3 summarizes the status of accomplishment of the 1986-87 objectives as of June 30, 1987, as reported by the appropriate bureau or office. This summary shows that of the 134 objectives, 57 had been accomplished, considerable progress had been made toward completing 35, moderate progress had been made toward completing 28, 10 had evidenced little or no progress, and four were not applicable for 1986-87.

Status of Accomplishment - Independent Review by the Office of Educational Accountability

Through the use of a computer program, a random sample of 23 objectives (from the total of 134 objectives) was selected for an independent review. For those 23 objectives, the responsible bureau/office was asked to make documentation available to evidence the accomplishment of the objectives. Based on the documentation provided, OEA conducted an appraisal of the completion of the objectives. Results of the independent review are labeled OEA INDEPENDENT REVIEW and are highlighted in this report by a single line box format.

The tabulation on pages 3-8 provides a summary and comparison of the results of the self-evaluation and independent review.

Comparison of Self-Evaluation and Independent Review

The table below provides an overall summary of the results of the self-evaluation by the responsible bureau/office of the 134 objectives and the independent review based on the sample of 23 objectives. The summary provides the status of accomplishment of the overall objectives and not the indicators under each of the overall objectives.

Status	Self-Evaluation (Based on 134 Objectives)	Independent Evaluation (Based on 23 Objectives)
Objective Accomplished Relative to 1986-87 Indicators	57 (43%)	10 (43%)
Considerable Progress Relative to 1986-87 Indicators	34 (25%)	5 (22%)
Moderate Progress Relative to 1986-87 Indicators	29 (22%)	3 (13%)
Little or No Progress Relative to 1986-87 Indicators	10 (7%)	5 (22%)
Not Applicable	4 (3%)	0
Total	134 (100%)	23 (100%)

On the basis of the information above, it was concluded that the results of the independent review were generally in agreement with the self-evaluation by the bureaus and offices. Of the 23 objectives independently reviewed, 20 were in agreement with the assessment by the bureaus and offices.

SUMMARY TABULATION OF ACCOMPLISHMENT OF OBJECTIVES BY BUREAU OR OFFICE

1986-87

(Based on Self-Evaluation)

The tabulation below provides a summary of accomplishment of objectives, grouped by the bureau or office assigned primary responsibility for implementation of the objective during 1986-87. The number in parentheses shows the percentage of the total objectives for the bureau/office that have been accomplished or completed, considerable progress made, moderate progress made, little or no progress made, or were not applicable relative to the 1986-87 Indicators.

Objective Accomplished Relative to 1986-87 Indicators:	As of June 30, 1987, the specified level of accomplishment for the 1986-87 year had been completed for all indicators.
Considerable Progress Relative to 1986-87 Indicators:	As of June 30, 1987, considerable progress had been made toward the achievement of this objective (e.g., most indicators were accomplished or the most important indicator was accomplished or all or most indicators were nearly accomplished).
Moderate Progress Relative to 1986-87 Indicators:	As of June 30, 1987, moderate progress had been made toward the achievement of this objective (e.g., about half the indicators were accomplished or progress was made on all or most of the indicators).
Little or No Progress Relative to 1986-87 Indicators:	As of June 30, 1987, little or no progress had been made toward the achievement of this objective.
Not Applicable:	No specific indicators of accomplishment listed for 1986-87.

SUMMARY OF ACCOMPLISHMENTS BY BUREAU/OFFICE

BUREAU/OFFICE*	TOTAL OBJECTIVES	ACCOMPLISHED OR COMPLETED RELATIVE TO 1986-87 INDICATORS	CONSIDERABLE PROGRESS RELATIVE TO 1986-87 INDICATORS	MODERATE PROGRESS RELATIVE TO 1986-87 INDICATORS	LITTLE OR NO PROGRESS	NOT APPLICABLE
A. Office of Deputy Superintendent	13	8 (62%)	4 (31%)	1 (8%)	0	0
B. Bureau of Education	22	3 (14%)	7 (32%)	8 (36%)	3 (14%)	1 (5%)
C. Bureau of School Operations	23	11 (48%)	7 (30%)	5 (22%)	0	0
D. Bureau of Personnel Management	5	1 (20%)	2 (40%)	2 (40%)	0	0
E. Bureau of Staff Development	14	9 (64%)	1 (7%)	0	3 (21%)	1 (7%)
F. Bureau of Governmental Relations	7	5 (71%)	0	1 (14%)	1 (14%)	0
G. Bureau of Business Management	7	1 (14%)	4 (57%)	2 (29%)	0	0
H. Bureau of Administrative Operations	6	6 (100%)	0	0	0	0
I. Bureau of Financial Affairs	14	4 (29%)	2 (14%)	4 (29%)	2 (14%)	2 (14%)
J. Office of Legislative and Labor Relations	2	2 (100%)	0	0	0	0
K. Office of Educational Accountability	12	4 (33%)	3 (25%)	4 (33%)	1 (8%)	0
L. Division of Management Audits	9	3 (33%)	5 (56%)	1 (11%)	0	0
TOTAL	134	57 (43%)	35 (26%)	28 (21%)	10 (7%)	4 (3%)

* Based on district organization during 1986-87.

COMPARISON OF SELF-EVALUATION AND INDEPENDENT REVIEW: 1986-87

The following is a summary and comparison of the self-evaluation and the independent review of the school system's objectives selected for independent review. Since the reviews were conducted by the Office of Educational Accountability staff, the review of the objectives of that office cannot be considered as "independent". The status shown is as of June 30, 1987, the end of the planning year. In some cases further progress has been made on some objectives since that date.

A single asterisk next to the objective number in the second column indicates a variance between the status reported by the bureau/office and that found in the independent review.

BUREAU/OFFICE	OBJECTIVES/ INDICATORS NO.	STATUS OF ACCOMPLISHMENT AS OF JUNE 30, 1987	
		RESULTS OF SELF-EVALUATION	INDEPENDENT REVIEW
Office of Deputy Superintendent	One	**Moderate Progress Relative to 1986-87 Indicator**	**Moderate Progress Relative to 1986-87 Indicator**
	1.a	Moderate Progress	Moderate Progress
	Ten	**Objective Accomplished Relative to 1986-87 Indicator**	**Objective Accomplished Relative to 1986-87 Indicator**
	10.a	Indicator Accomplished	Indicator Accomplished
Bureau of Education	Nine	**Objective Accomplished Relative to 1986-87 Indicators**	**Little or No Progress Relative to 1986-87 Indicators**
	9.a	Indicator Accomplished	Little or No Progress
	9.b	Not Applicable	Not Applicable
	9.c	Indicator Accomplished	Little or No Progress
	9.d	Not Applicable	Not Applicable
	9.e	Not Applicable	Not Applicable
	Fourteen	**Little or No Progress Relative to 1986-87 Indicators**	**Little or No Progress Relative to 1986-87 Indicators**
	14.a	Little or No Progress	Little or No Progress
	14.b*	Moderate Progress	Little or No Progress
	14.c	Little or No Progress	Little or No Progress
	14.d	Little or No Progress	Little or No Progress
	14.e	Moderate Progress	Indicator Accomplished
	Nineteen	**Considerable Progress Relative to 1986-87 Indicators**	**Considerable Progress Relative to 1986-87 Indicators**
	19.a	Indicator Accomplished	Indicator Accomplished
	19.b	Indicator Accomplished	Indicator Accomplished
	19.c	Indicator Accomplished	Indicator Accomplished
	19.d	Indicator Accomplished	Indicator Accomplished
	19.e	Indicator Accomplished	Indicator Accomplished
	19.f	Indicator Accomplished	Indicator Accomplished
	19.g	Moderate Progress	Moderate Progress

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* Identifies objective/indicator where the status of accomplishment as reported by the responsible bureau/office was more positive than that established through the independent review conducted by the Office of Educational Accountability.

COMPARISON OF SELF-EVALUATION AND INDEPENDENT REVIEW: 1986-87

(continued)

BUREAU/OFFICE	OBJECTIVES/ INDICATORS NO.		STATUS OF ACCOMPLISHMENT AS OF JUNE 30, 1987	
			RESULTS OF SELF-EVALUATION	INDEPENDENT REVIEW
Bureau of School Operations	One*		**Objective Accomplished Relative to 1986-87 Indicator**	**Little or No Progress Relative to 1986-87 Indicator**
		1.a*	Indicator Accomplished	Little or No Progress
North Area	Two		**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
		2.a	Indicator Accomplished	Indicator Accomplished
		2.b	Indicator Accomplished	Indicator Accomplished
		2.c	Indicator Accomplished	Indicator Accomplished
		2.d	Not Applicable	Not Applicable
North Central Area	One		**Considerable Progress Relative to 1986-87 Indicators**	**Considerable Progress Relative to 1986-87 Indicators**
		1.a	Considerable Progress	Considerable Progress
		1.b	Little or No Progress	Little or No Progress
		1.c	Little or No Progress	Little or No Progress
		1.d	Considerable Progress	Considerable Progress
		1.e	Indicator Accomplished	Indicator Accomplished
South Central Area	Five		**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
		5.a	Indicator Accomplished	Indicator Accomplished
		5.b	Indicator Accomplished	Indicator Accomplished
		5.c	Indicator Accomplished	Indicator Accomplished
South Area	One		**Moderate Progress Relative to 1986-87 Indicators**	**Moderate Progress Relative to 1986-87 Indicators**
		1.a	Moderate Progress	Moderate Progress
		1.b	Moderate Progress	Moderate Progress
		1.c	Moderate Progress	Moderate Progress
		1.d	Moderate Progress	Moderate Progress
		1.e	Moderate Progress	Moderate Progress

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* Identifies objective/indicator where the status of accomplishment as reported by the responsible bureau/office was more positive than that established through the independent review conducted by the Office of Educational Accountability.

COMPARISON OF SELF-EVALUATION AND INDEPENDENT REVIEW: 1986-87

(continued)

BUREAU/OFFICE	OBJECTIVES/ INDICATORS NO.	STATUS OF ACCOMPLISHMENT AS OF JUNE 30, 1987	
		RESULTS OF SELF-EVALUATION	INDEPENDENT REVIEW
Bureau of Personnel Management	**One**	**Considerable Progress Relative to 1986-87 Indicators**	**Considerable Progress Relative to 1986-87 Indicators**
	1.a	Indicator Accomplished	Indicator Accomplished
	1.b	Indicator Accomplished	Indicator Accomplished
	1.c	Moderate Progress	Moderate Progress
	1.d	Little or No Progress	Little or No Progress
Bureau of Staff Development	**Two**	**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
	2.a	Indicator Accomplished	Indicator Accomplished
	2.b	Indicator Accomplished	Indicator Accomplished
	2.c	Indicator Accomplished	Indicator Accomplished
	2.d	Indicator Accomplished	Indicator Accomplished
	Three	**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
	3.a	Indicator Accomplished	Indicator Accomplished
	3.b	Indicator Accomplished	Indicator Accomplished
	3.c	Indicator Accomplished	Indicator Accomplished
Bureau of Governmental Relations	**One**	**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
	1.a	Indicator Accomplished	Indicator Accomplished
	1.b	Indicator Accomplished	Indicator Accomplished
	1.c*	Indicator Accomplished	Not Applicable
Bureau of Business Management			
Office of Facilities Management	**One***	**Considerable Progress Relative to 1986-87 Indicator**	**Little or No Progress Relative to 1986-87 Indicator**
	1.a*	Considerable Progress	Little or No Progress

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* Identifies objective/indicator where the status of accomplishment as reported by the responsible bureau/office was more positive than that established through the independent review conducted by the Office of Educational Accountability.

COMPARISON OF SELF-EVALUATION AND INDEPENDENT REVIEW: 1986-87

(continued)

BUREAU/OFFICE	OBJECTIVES/ INDICATORS NO.		STATUS OF ACCOMPLISHMENT AS OF JUNE 30, 1987	
			RESULTS OF SELF-EVALUATION	INDEPENDENT REVIEW
Bureau of Business Management (Cont'd)				
Office of Support Operations	**One**		**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
		1.a	Indicator Accomplished	Indicator Accomplished
		1.b	Indicator Accomplished	Indicator Accomplished
		1.c	Considerable Progress	Considerable Progress
		1.d	Indicator Accomplished	Indicator Accomplished
Bureau of Administrative Operations	**Three**		**Objective Accomplished Relative to 1986-87 Indicator**	**Objective Accomplished Relative to 1986-87 Indicator**
		3.a	Indicator Accomplished	Indicator Accomplished
Bureau of Financial Affairs	**Two**		**Little or No Progress Relative to 1986-87 Indicator**	**Little or No Progress Relative to 1986-87 Indicator**
		2.a	Little or No Progress	Little or No Progress
	Six		**Considerable Progress Relative to 1986-87 Indicator**	**Considerable Progress Relative to 1986-87 Indicator**
		6.a	Considerable Progress	Considerable Progress
Office of Legislative and Labor Relations	**One**		**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
		1.a	Indicator Accomplished	Indicator Accomplished
		1.b	Indicator Accomplished	Indicator Accomplished
Office of Educational Accountability	**Four**		**Objective Accomplished Relative to 1986-87 Indicators**	**Objective Accomplished Relative to 1986-87 Indicators**
		4.a	Indicator Accomplished	Indicator Accomplished
		4.b*	Indicator Accomplished	Considerable Progress
	Six		**Moderate Progress Relative to 1986-87 Indicators**	**Moderate Progress Relative to 1986-87 Indicators**
		6.a	Moderate Progress	Moderate Progress
		6.b	Moderate Progress	Moderate Progress

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* Identifies objective/indicator where the status of accomplishment as reported by the responsible bureau/office was more positive than that established through the independent review conducted by the Office of Educational Accountability.

COMPARISON OF SELF-EVALUATION AND INDEPENDENT REVIEW: 1986-87

(continued)

BUREAU/OFFICE	OBJECTIVES/ INDICATORS NO.	STATUS OF ACCOMPLISHMENT AS OF JUNE 30, 1987	
		RESULTS OF SELF-EVALUATION	INDEPENDENT REVIEW
Office of Management Audits	Two	**Considerable Progress Relative to 1986-87 Indicators**	**Considerable Progress Relative to 1986-87 Indicators**
	2.a	Indicator Accomplished	Indicator Accomplished
	2.b	Considerable Progress	Considerable Progress
	2.c	Considerable Progress	Considerable Progress

* Identifies objective/indicator where the status of accomplishment as reported by the responsible bureau/office was more positive than that established through the independent review conducted by the Office of Educational Accountability.

OFFICE OF DEPUTY SUPERINTENDENT

SECTION A

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE ONE

THE OFFICE OF DEPUTY SUPERINTENDENT, THROUGH THE USE OF BOUNDARY CHANGES, PROGRAMMATIC ENHANCEMENTS, AND THE NEW STUDENT TRANSFER RULE WILL IMPROVE THE DISTRICT'S STUDENT RACIAL RATIOS IN SELECTED SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

In 1986-87, 26 schools were impacted by Attendance Boundary Committee recommendations. Out of these 26 schools racial ratios were improved by a range of one to seven percentage points at 11 of the 26 schools impacted. These 11 schools now more closely reflect the district's racial ratio (33% Black, 67% Non-Black). Additionally, Majority to Minority transfers increased from 2,705 (1985-86) to 2,796 (1986-87) a net increase of 91 transfers.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this objective as indicated in the self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

The total number of schools in which there is a positive change in racial ratios of 1% or more will increase predicated on baseline data from the 1985-86 school year; annual increases will reflect movement toward the current overall district racial ratios.

SELF-EVALUATION: Moderate Progress

Supporting Data:

As of June 30, 1987 there was a positive change in racial ratios of 1% or more in 82 schools (58 elementary, 15 junior, 9 senior), which represents an improvement in 33% of the district's schools. These 82 schools now more closely reflect the districts racial ratio (33% Black, 67% Non-Black).

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this indicator as indicated in the self-evaluation.

The analysis could be improved by including a comparison between the number of schools improving from a previous year to the current year.

An analysis of this type yielded only a very slight increase (see table below) in the number of schools experiencing a positive change of at least one percent. From 1984-85 to 1985-86, 82 schools improved racial ratios by at least one percent while 83 schools did so from 1985-86 to 1986-87.

It should be noted that the independent review showed that 83 rather than 82 schools (as reported by the Bureau) experienced a positive change in racial ratios of at least one percent from 1985-86 to 1986-87.

OBJECTIVE ONE (CONTINUED)

Schools Improving Racial Ratios

AREA	Elementary	Junior High/ Middle	High School	Total
North:				
84-85 to 85-86	19	4	2	25 (40%)
85-86 to 86-87	16	6	2	24 (38%)
North Central:				
84-85 to 85-86	12	5	2	19 (30%)
85-86 to 86-87	13	5	2	20 (32%)
South Central:				
84-85 to 85-86	15	3	0	18 (30%)
85-86 to 86-87	12	1	2	15 (25%)
South:				
84-85 to 85-86	12	4	4	20 (34%)
85-86 to 86-87	18	3	3	24 (41%)
DISTRICT SUMMARY:				
84-85 to 85-86	58	16	8	82 (34%)
85-86 to 86-87	59	15	9	83 (34%)

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE TWO

THE OFFICE OF DEPUTY SUPERINTENDENT WILL UTILIZE AND IMPROVE THE SITE SELECTION PROCESS IN ORDER TO INSURE APPROPRIATE REPRESENTATION FROM THE DISTRICT AND THE COMMUNITY.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Subsequent to the State School "AAA" Site Selection Committee, all site selection committees have had appropriate representation from the district and the community. Additionally, staff is in the process of amending School Board Rule 6Gx13-1B-1.06 Site Selection Committee Procedures, to officially incorporate the site selection process currently being utilized into the Board's rule.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a The site selection process will be utilized in all instances when site acquisition is necessary.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Since October 1985, the site selection process has been utilized in all recommendations for site acquisitions presented to the School Board. The following Site Selection Committee recommendations have been approved by the Board:

State School "AAA" (Miami Sunset Senior/Miami Coral Park Senior Relief)
State School "Q" (Air Base Relief)
State School "R" (Oliver Hoover Relief)

2.b The site selection committee, which adjusts its membership according to the area in which the site is to be located, will include appropriate representation from each of the following: staff, community groups, Bi-Racial/Tri-Ethnic Committee, The Miami Desegregation Assistance Center for Race and the Attendance Boundary Committee.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Minutes of the Site Selection Committees reflect that committee membership included appropriate representation from all of the following: DCPS staff, community representatives, Bi-Racial/Tri-Ethnic Advisory Committee, the Miami Desegregation Assistance Center for Race and the Attendance Boundary Committee Chairperson.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE THREE

THE OFFICE OF DEPUTY SUPERINTENDENT WILL IMPLEMENT THE BOARD POLICY ON SCHOOL-BASED MANAGEMENT.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

1. Identified the thirty-two pilot schools.
2. Identified needed changes in board rules or state regulations and requested waivers.
3. Developed training programs and inservice activities for the administrators and teachers in the pilot schools.
4. Implemented the School Based Budget System.
5. Worked to develop the evaluation design of the pilot program.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a By June 30, 1987, the major changes needed in school management will be identified and submitted to the Superintendent.

SELF-EVALUATION: Considerable Progress

Supporting Data:

On April 6, 1987, the thirty-two schools selected for the school-based management program were submitted to the Superintendent for approval. Each of the thirty-two schools has separate proposals requiring various changes. Summaries of these proposals can be found in the Professionalization of Education, Board Conference Session, Office of Deputy Superintendent, April 22, 1987. Copies can be found in the Office of Educational Accountability and the Office of School-Based Management.

3.b By June 30, 1987, a descriptive model of the proposed school-based management program will be presented to the Superintendent. The model will contain precise statements of the operational levels at which various types of decisions should be made, monitored, evaluated, and implemented.

SELF-EVALUATION: Considerable Progress

Supporting Data:

On April 22, 1987, the 32 descriptive models of the various proposals were submitted to the School Board. Each model contained precise statements as to operations and decisions which should be monitored, evaluated and implemented. Copies of the proposals can be found in the School Board Office and in the Office of School-Based Management.

3.c By June 30, 1987, an evaluation design agreed to by the evaluating agency will be submitted to the Superintendent for approval.

SELF-EVALUATION: Considerable Progress

Supporting Data:

A memorandum from Ray Turner, Assistant Superintendent, Office of Educational Accountability, RT-2852, dated March 13, 1987, was sent to the Deputy Superintendent of Schools and the Executive Vice-President of United Teachers of Dade. This memorandum describes the evaluation design for the evaluation of the School-Based Management/Shared-Decision Making project. Copies of this memorandum can be found in the Office of Educational Accountability and the Office of School-Based Management.

3.d By September, 1987, the pilot program will be implemented as designed and approved.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Summer inservice was planned and held by the individual pilot schools

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE THREE (CONTINUED)

3.e By June 30, 1990, the teacher and community participation in school decisions will be at the levels specified in the evaluation design.

SELF-EVALUATION: Not Applicable

Supporting Data:

Data is currently being collected by the Office of Educational Accountability but will not be available until a later date.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE FOUR

THE OFFICE OF DEPUTY SUPERINTENDENT WILL REDUCE CURRENT SPACE PROBLEMS AT SEVERELY OVERCROWDED SCHOOLS WHENEVER POSSIBLE THROUGH THE ASSIGNMENT OF AVAILABLE PORTABLE/RELOCATABLE CLASSROOMS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office

As a result of the Attendance Boundary Committee (ABC) process, 56 schools were initially identified as having a shortage of classroom space. Through the ABC process, it was determined that the overcrowding at these schools could only be resolved by the addition of portable/relocatable classrooms. At the time of the assignment of the 216 portable/relocatable classrooms, additional classrooms were not required at six of the schools initially identified by the ABC, due to a stabilization in their enrollment.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a Portable/relocatable classrooms will be assigned to schools on an annual priority basis according to need, availability, and accessibility of receiving school.

SELF-EVALUATION: Considerable Progress

Supporting Data:

From June 30, 1986 through June 30, 1987, 280 portable/relocatable classrooms were assigned to 80 school sites throughout the school district. The assignment of 216 of these portable classrooms was a direct result of Attendance Boundary Committee (ABC) recommendations.

4.b Recommendation for the acquisition of new portables/relocatables will be made annually.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Since March 5, 1986, the School Board of Dade County has approved and implemented staffs' recommendation to purchase 138 relocatable classrooms. The allocation of $5.8 million was identified in the 1986-87 capital outlay budget for this purchase.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE FIVE

THE TEACHER ASSESSMENT AND DEVELOPMENT SYSTEM (TADS) MONITORING SYSTEM, WHICH IS INCORPORATED BY REFERENCE INTO THE DCPS/UTD LABOR CONTRACT, WILL BE IMPLEMENTED IN SELECTED FEEDER PATTERNS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The TADS Implementation Monitoring (TIM) was piloted during the 1986-87 school year in 12 high school feeder pattern schools, four alternative schools and one adult vocational center. Activities were conducted and data collected, from 130 school sites, approximately 400 administrators, 7000 teachers, superintendents and line directors from four area offices and supervising administrators from the Office of Vocational, Adult, and Community Education (OVACE) and the Alternative Education Office in the Bureau of Education.

Monitoring of a program, especially a complex educational innovation like TADS, requires key personnel in the DCPS organization to undertake activities and responsibilities in insuring the quality of the assessment process. Suggestions arising from data collecting activities regarding the TADS are delineated in the document, Required Procedures for Monitoring the Implementation of the Teacher Assessment and Development System (TADS). Input was received by the Office of Professional Standards from participants in the TADS--an evaluation system that has generated more than one-quarter of a million classroom observations since its inception. Data from practitioners of the TADS as well as classroom teachers were sought.

The following activities were directed or monitored by the Office of Professional Standards to collect or review data/input required by TIM:

Activity	Description
1. Annual Observation Schedule (Log)	Schedule observations of all instructional personnel according to contractual, Beginning Teacher Program prescriptive or other stipulated status requisites.
2. Consistency Checks (fall and spring)	Process of all site administrators observing and assessing a volunteer teacher for the purpose of achieving consistency in interpreting the TADS criteria.
3. School-site monitoring by line directors °interviews °record checks (fall)	Line directors visit schools to monitor TADS records: CAI Post-Observation Report Forms, Summative Assessments, Prescriptions and Observations (Logs) and interview specified personnel (administrators, UTD stewards, teachers whose performance is assessed acceptable and those in a prescriptive mode). Reports are summarized for review by OPS.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a The system will be piloted in selected feeder patterns in 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The system was piloted in 12 senior high schools, 4 alternative schools, and 1 vocational school.

5.b An evaluation of the program will be presented after one year of implementation of the program.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Pursuant to data in this office an evaluation of the 1986-87 TADS Implementation Monitoring (TIM) is in process. Data are not available to date.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE SIX

THE LEADERSHIP EXPERIENCE OPPORTUNITY (LEO) PROJECT FOR ADMINISTRATORS WILL CONTINUE TO BE IMPLEMENTED BY PROVIDING INTERESTED AND CHOSEN PRINCIPALS AND ASSISTANT PRINCIPALS WITH THE OPPORTUNITY FOR LEADERSHIP EXPERIENCES DURING THE SUMMER SESSION. LEO WILL ALSO PROVIDE FOR MANAGEMENT ASSESSMENTS DURING THE SUMMER SESSION WITH THE ULTIMATE GOAL BEING THAT ALL MANAGEMENT ASSESSMENTS WILL BE CONDUCTED DURING THE SUMMER SESSION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Summer assessments have been conducted over the past two summers. Some assessments are still conducted during the regular school year so that all assessments could be completed by August 7, 1987. This allows for interviews to be completed before the beginning of next school year (1987-88).

1986-87 INDICATOR OF ACCOMPLISHMENT

By June 1990, at least 30% of school administrators will have participated in the LEO Program. Beginning with the summer of 1986, there will be an annual increase in the number of management assessments conducted during the summer.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Eighty-eight assistant principals and principals participated in the program during the first two years of operation (See table below). Ninety percent of the assistant principals have successfully completed the management assessment. At the previous rate of selections for the program, the 30% rate of participation is obtainable.

LEO PARTICIPANTS

	Assistant Principals	Principals	Total
1985-86	27	18	45
1986-87	32	11*	43
Total	59	29	88

*Decline due to change in program format.

AP MANAGEMENT ASSESSMENTS

	Number	Success Rate
1985-86	20	85%
1986-87	38	92%
Total	58	90%

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE SEVEN

THE LEADERSHIP EXPERIENCE OPPORTUNITY (LEO) FOR TEACHERS PROJECT WILL CONTINUE TO BE IMPLEMENTED FOR SELECTED CANDIDATES. THIS PROGRAM WILL PROVIDE A VARIETY OF ADMINISTRATIVE EXPERIENCES AT THE SCHOOL LEVEL FOR THE SELECTED CANDIDATES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

This program was held during the 1986-87 school year and is in the 1987-88 budget.

1986-87 INDICATOR OF ACCOMPLISHMENT

By June 1991, at least 20% of the candidates participating in the LEO for teachers project during 1986-87 will have been promoted.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Fourteen of twenty-six LEO-T participants were promoted from the first group of participants during the 1986-87 school year. This amounts to 53.8% of the total. Other appointments of LEO-T participants are anticipated during the 1987-88 school year.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE EIGHT

IDENTIFY PRIORITY OBJECTIVES FROM THE BUREAU OF EDUCATION, THE BUREAU OF PERSONNEL MANAGEMENT, THE BUREAU OF SCHOOL OPERATIONS, THE BUREAU OF STAFF DEVELOPMENT, AND THE OFFICE OF INFORMATION TECHNOLOGY, WHICH REPORT TO THE OFFICE OF DEPUTY SUPERINTENDENT, AND MONITOR THE PROGRESS OF EACH OBJECTIVE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

During the 1986-87 school year, the Office of the Deputy Superintendent identified priority objectives of the administrative entities reporting to that office. As of June 30, 1987, the specified level of accomplishment had been completed for all indicators.

1986-87 INDICATOR OF ACCOMPLISHMENT

Each of the designated objectives that are funded by the Board will be accomplished pursuant to established expectations and timelines.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The following is a list of the priority objectives identified and monitored by the Office of the Deputy Superintendent during the 1986-87 school year.

Bureau of Education

Objective Nine - Increase the number of students who demonstrate computer competence.

Bureau of Personnel Management

Objective Three - Obtain highly qualified teachers through an organized, coordinated, targeted recruitment program.

Bureau of School Operations

Objective One - The Greater Miami Athletic Conference (GMAC) will decrease the number of incidents of misconduct at athletic events.

Bureau of Staff Development

Objective Fourteen - Bureau of Staff Development will refine its plan for the implementation of the Dade Academy for the Teaching Arts (DATA) Project (Teacher Development Center concept).

Office of Information Technology

Objective Twelve - The Office of Information Technology will maintain an acceptable level of computer up-time; produce timely and accurate reports and have online terminal support when needed.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE NINE

OFFICE OF INFORMATION TECHNOLOGY

THE OFFICE OF INFORMATION TECHNOLOGY (OIT) IS A SUPPORT ORGANIZATION CREATED TO SATISFY THE INFORMATION NEEDS OF THE DADE COUNTY PUBLIC SCHOOL SYSTEM. ONE OBJECTIVE IS TO ASSIST THE BUREAU OF PERSONNEL MANAGEMENT IN MINIMIZING THE MANUAL EFFORT OF PERFORMING THEIR FUNCTION AND PROVIDING ACCURATE AND TIMELY INFORMATION TO THEIR LINE AND STAFF MANAGERS TO ASSIST THEM IN PERFORMING THEIR FUNCTION. THIS OBJECTIVE IS ACCOMPLISHED BY THE OFFICE OF INFORMATION TECHNOLOGY PERFORMING THE FOLLOWING TASKS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

MIS and Personnel Management developed and implemented Phase II of the Electronic RPA System. The following was provided with Phase II of the Electronic RPA:

1. Processing Center Screens to be used by the processing center and Operations and Records to maintain and override data within the system.
2. Certification Screen to be used by the Certification Department to maintain and approve data within the system.
3. Salary Adjudication Screens to be used by Wage and Salary Adjudication Department to approve salaries for employees when they change and to override specific salary information when needed.
4. Leave Department Screen to approve/disapprove going on and returning from leave.
5. Workers Compensation Screen to approve and place employees in program 8400.
6. Program 8200 screens so that work locations can move employees to program 8200 with Operations and Records Approval.
7. PAC maintenance screen for exchanging employees within the PAC system.
8. Termination screen to terminate employees.
9. Reassignment and Transfer Screens to reassign employees and provide electronic approval of this action in the various offices.

Screens were also developed and implemented to show each work location the status of its Electronic RPAs.

1986-87 INDICATOR OF ACCOMPLISHMENT

The user Department and/or School acceptance of the new computer application. (The user department/school, in conjunction with MIS, defines the applications and system specifications and will provide OEA evaluation data for use in evaluating the accomplishment of this objective.)

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The Training Guide to the Personnel Reporting System and the Electronic RPA, and training sessions memoranda is available as supporting data and documentation that this objective was accomplished.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE TEN

OFFICE OF INFORMATION TECHNOLOGY

THE OFFICE OF INFORMATION TECHNOLOGY WAS CREATED TO SATISFY THE INFORMATION NEEDS OF THE DADE COUNTY PUBLIC SCHOOL SYSTEM. ONE OBJECTIVE IS TO ASSIST THE BUREAU OF EDUCATION IN MINIMIZING THE MANUAL EFFORT OF PERFORMING THEIR FUNCTION AND PROVIDING ACCURATE AND TIMELY INFORMATION TO PRINCIPALS AND STAFF MANAGERS TO ASSIST THEM IN PERFORMING THEIR FUNCTION. THIS OBJECTIVE IS ACCOMPLISHED BY THE OFFICE OF INFORMATION TECHNOLOGY PERFORMING THE FOLLOWING TASKS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

10.1 MIS developed and implemented the ELEMENTARY SCHOOL ACADEMIC REPORTING SYSTEM (ESARS) which provides for the assignment of students to academic programs, verifying and updating of student programs, assignment of academic grades and production of report cards and other reports. Additional computer equipment was purchased and installed to facilitate the use of the system. Fifteen pilot schools began using the system for the first grading period in September, 1986. As computer equipment was installed, additional schools were trained by the Department of Office Systems and began using the system. By the fourth grading period, all elementary schools were using the system. Many enhancements have been made throughout the year to the system under the direction of the Bureau of Education and the Elementary School Ad Hoc Committee.

10.2 MIS developed and implemented the Audio Visual Information System (AVIS) on February 1, 1987 to replace the Film Library Booking System. AVIS provides all of the services supplied by the old A/V System, in addition to greatly enhancing the Audio Visual Film Library Services that are available. Some of the main features of the new AVIS system include:

1. Immediate online confirmation of a film booking.

2. When booking a film, if the show date originally requested is not available, AVIS automatically determines the next available date that the film may be shown and gives the user the opportunity to book the film on this date.

3. If a satisfactory booking for a given film cannot be made, the user may view a list of related film titles from which he may book an alternate film.

4. An online film catalog is available by subject that allows the user to determine what films are currently available in the film library.

5. Inquiry screens that provide the following information:

°Films scheduled to arrive in a school for a given arrival date
°Films scheduled to be returned by a school for a given return date
°Films booked by a school for a given teacher or requestor
°All bookings made by a school in film number sequence

10.3 MIS developed and implemented on August 25, 1986, an Online Update Sub-System for the student academic information data files. In the past, additions, changes and deletions to student schedules and grade information were not made immediately on the student academic record file. Instead, they were stored in the form of transactions and applied when the school requested a "batch" update. This new online update sub-system instantly applies changes, deletions and additions to the student academic information data files. With this enhancement, schools are able to view and print revised schedules or report cards immediately.

OEA INDEPENDENT REVIEW

Objective Accomplished: This objective was accomplished as indicated by the self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

The User Department and/or School acceptance of the new computer applications. (The user department/school, in conjunction with MIS, defines the applications and system specifications and will provide OEA evaluative data for use in evaluating the accomplishment of this objective.)

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The following are available as supporting data and documentation that this objective was accomplished:

10.1 Elementary School Academic Grade Report User Guide and Elementary School Ad Hoc Committee meeting memoranda

10.2 Audio Visual Information System User Guide and training/conversion memoranda

10.3 Student Academic Record Conversion Bulletin

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE ELEVEN

OFFICE OF INFORMATION TECHNOLOGY

THE OFFICE OF INFORMATION TECHNOLOGY (OIT) WAS CREATED TO SATISFY THE INFORMATION NEEDS OF THE DADE COUNTY PUBLIC SCHOOL SYSTEM. ONE OBJECTIVE IS TO ASSIST THE BUREAU OF BUSINESS MANAGEMENT IN MINIMIZING THE MANUAL EFFORT OF PERFORMING THEIR FUNCTION AND PROVIDING ACCURATE AND TIMELY INFORMATION TO THEIR LINE AND STAFF MANAGERS TO ASSIST THEM IN PERFORMING THEIR FUNCTION. THIS OBJECTIVE IS ACCOMPLISHED BY THE OFFICE OF INFORMATION TECHNOLOGY PERFORMING THE FOLLOWING TASKS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

11.1 MIS Telecommunications procured and installed Telephone PBX Systems, wiring and telephone instruments in the following eight junior high schools: North Miami Junior, Miami Springs Junior, Carver Junior, Kinloch Park Junior, Mays Junior, Miami Lakes Junior, Brownsville Junior, and Cutler Ridge Junior.

The systems have improved communications efficiency in each of these locations by: 1) providing for additional instruments in areas such as Special Education and Band that were impossible to install under the old systems, 2) providing for non-blocking inter-school communication, i.e., multiple stations can make in-house calls concurrently -- also not available under the old systems, and 3) providing touch tone service and other system features such as message lights, call forwarding, and central attendant call pickup.

The systems previously installed had become very difficult and expensive to maintain. The new uniform wiring allows for low cost moves and addition of instruments. The purchasing of telephone equipment, instead of leasing from Southern Bell and AT&T has reduced the telephone cost to the school system.

11.2 The new MSA Budget-Finance Purchasing System, hereafter called the new MSA System, is an online real-time Purchasing, Accounts Payable, Budget and Finance system. In summary, the system features:

°Online origination of purchase requisition by schools and departments
°Electronic approvals of purchase requisitions
°Online conversion of purchase requisitions to purchase orders by the Purchasing Department
°Computer-generated purchase orders
°Online entry of receipt of goods information by schools and departments
°Online entry of invoice data by Accounts Payable Department
°Computerized matching of purchase orders, invoices and receipts of goods
°Historical data regarding vendors and items purchased
°Online review of accounting/budgeting entries

The BFA Committee, composed of staff from the Bureau of Financial Affairs, Office of Support Operations, Office of Facilities Management, and Office of Information Technology has met weekly to become familiar with features and requirements of the system. Since the new MSA System is a fundamental change from our present system and procedures and requires much planning and training for a successful implementation, it has been recommended by this committee and approved by Senior Staff that the implementation of this system be postponed until July 1, 1988.

An implementation plan has been established. The actual software was not received from MSA until February, 1987. MIS has installed this software, analyzed its components, identified issues for discussion by the BFA committee and made some of the recommended software modifications.

1986-87 INDICATOR OF ACCOMPLISHMENT

The User Department and/or School acceptance of the new computer application. (The user department/school, in conjunction with MIS, defines the applications and system specifications and will provide OEA evaluative data for use in evaluating the accomplishment of this objective.)

SELF-EVALUATION: Considerable Progress

Supporting Data:

11.1 MIS Telecommunications procured and installed the ATT System 75 in eight junior high schools. The PBX systems were tested and accepted in each of the eight sites.

11.2 Instructions for using the MSA Purchasing System, sample Purchase Order, purchasing and accounts payable policy decisions, systems training screen samples, BFA Steering Committee memoranda and meeting notes are available as supporting data and documentation.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE TWELVE

OFFICE OF INFORMATION TECHNOLOGY

THE OFFICE OF INFORMATION TECHNOLOGY WILL MAINTAIN AN ACCEPTABLE LEVEL OF COMPUTER UP-TIME; PRODUCE TIMELY AND ACCURATE REPORTS; AND HAVE ONLINE TERMINAL SUPPORT AVAILABLE WHEN NEEDED.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

12.1 Computer Operations maintained a 99% or better up-time on the computer. The month of March had the most minutes of down time of the school year. This was due to a FPL power failure. Since our Uninterrupted Power Service (UPS) system is overloaded, it could not maintain the system during the FPL power outage. During March, 248 minutes of down time was logged out of an available 37,440 minutes. This represents 99.34% of up-time of available computer resources.

12.2 Computer Operations attaches a Quality Assurance Report to every report distributed. It is estimated that more than 100,000 reports are distributed yearly. The Quality Assurance Report asks the recipient to identify any problems and to mail the report back to Computer Operations. Since November, a log of returned Quality Assurance problems has been kept. A total of 28 problems have been reported through June, 1987. This indicates that timely and accurate production of reports are released better than 99% of the time.

12.3 Computer Operations maintained a 96% or better online terminal support during the 1986-87 school year.

12.4 Computer Operations supported additional requests for services that were generated by the Elementary School Academic Grade Reporting System. By the fourth grading period, all elementary schools were using this system. This system now generates more than 130,000 elementary report cards every grading period and many thousands of additional reports.

Computer Operations has also supported the additional workload generated by an increase in the number of vocational, adult, and community centers using the Vocational Adult Registration System (VARS). A total of 48 centers now use this system.

1986-87 INDICATOR OF ACCOMPLISHMENT

Computer generated reports are produced as indicated in the strategies listed in the plan.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Electronic Mail File on terminal/system down time, Quality Assurance Reports, and the Production Control Elementary Grade Reporting Log are available as supporting data and documentation that this objective was accomplished.

OFFICE OF DEPUTY SUPERINTENDENT

OBJECTIVE THIRTEEN

OFFICE OF INFORMATION TECHNOLOGY

THE OFFICE OF INFORMATION TECHNOLOGY (OIT) WILL PROVIDE ANALYTICAL ASSISTANCE, TRAINING, AND EDUCATION, BY FUNCTIONING AS A LIAISON FOR DISTRICT PERSONNEL IN THE UTILIZATION OF ALL ONLINE APPLICATIONS, AUTOMATED OFFICE SYSTEMS, AND DATA PROCESSING PROCEDURES. USER DOCUMENTATION FOR AUTOMATED SYSTEMS WILL BE DESIGNED, PRODUCED, AND DISTRIBUTED. AN ACTIVE AND CONTINUING PROGRAM FOR THE ECONOMICAL AND EFFICIENT MANAGEMENT OF RECORDS AND FORMS WILL BE MAINTAINED.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Office of Information Technology (OIT) accomplished Objective Thirteen by being knowledgeable of, yet sensitive to, the information needs of the District.

Online applications were implemented only after sufficient dialogue between Management Information Systems (MIS) technical staff, end users, and OIT liaison staff had reached consensus on system and training content. This composition of involvement has proven successful during 1986-87.

Systems support for 1986-87 implementations included:

°Attendance at systems training sessions - 2,251
°Class hours in support of systems - 898
°Telephone calls received in support of systems -29,340

Additionally, OIT implemented an enhanced forms creation and data base system which has virtually automated a process that was previously labor intensive.

1986-87 INDICATOR OF ACCOMPLISHMENT

Published user guides and/or updates, telephone logs, pertinent agendas and memoranda, training logs, records of newly microfiched documents, and site plans.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The Office of Information Technology provided approximately two hundred (200) training classes, attended by 2,251 individuals, on a variety of online applications, data processing procedures, and office automation systems. Additionally, in excess of twenty-nine thousand (29,000) telephone requests for assistance, in support of new and existing applications, were addressed.

BUREAU OF EDUCATION

SECTION B

BUREAU OF EDUCATION

OBJECTIVE ONE

IMPROVE THE ACADEMIC PERFORMANCE OF THE ABOVE AVERAGE STUDENT.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office

Indicators 1.a, c, d, f, and h were accomplished for 1986-87.

Considerable progress was made in accomplishing indicator 1.g.

Moderate progress was made in accomplishing indicator 1.b.

Indicators 1.i, 1.j, 1.k, and 1.l are not applicable at this time, because data from 1986-87 will be used to establish a baseline.

Little or No Progress was made on indicator 1.e.

Continued effort must be exerted toward accomplishing indicators 1.a and 1.b. It should be noted that the number of scores in the upper levels of SAT/ACT and Advanced Placement tests tend to reach a point which will not allow for the degree of growth cited in the indicator statement.

Although progress has been made in gaining sex/ethnic quality in many upper level courses, continued efforts should be made to involve more females in specific science and math courses.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a The number of students scoring above 550 out of 800 in either the verbal or math portions of the Scholastic Aptitude Test (SAT) and above 24 on the American College Test Examination (ACT) will increase by 3% for the school year 1986-87 and 2% for 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

SAT 550+ and ACT 24+

	85/86	86/87	
Verbal	820	891	+ 71 (8.7% increase)
Math	1760	1946	+186 (10.5% increase)

1.b The number of examinations with scores of three or better on College Board Advanced Placement Examinations will increase 10% for the 1986-87 school year and 5% for the 1987-88 school year.

SELF-EVALUATION: Considerable Progress

Supporting Data:

1986 Advanced Placement Candidate Grade Roster = 2,238

1987 Advanced Placement Candidate Grade Roster = 2,356
+118

Percentage of Increase - 5.3%

OBJECTIVE ONE (CONTINUED)

1.c The percentage of students scoring within the above average range (stanines 7-9) on the Stanford Achievement Test in the basic skills areas of reading comprehension, language, and mathematics concepts and application will increase each year from 1986-87 to 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Baseline year for data is 1985-86.

Percentage of Students Scoring in Stanine Groups 7-9

	4/86	4/87	Change
Read Comp	18.50%	18.74%	+ .24%
Math Computation	28.10	28.81	+ .71%
Math Applications	23.10	24.51	+1.41%
Language	18.60	21.33	+2.73%

1.d The number of Dade County Public Schools students achieving recognition as semifinalists on the National Merit Examination will increase to represent 11% of the State of Florida's winners in 1986-87, and 12% in 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Indicator Accomplished

	1985-86	1986-87
Semi Finalists in Florida	499	535
Semi Finalists in Dade	44	58
Dade % of State	9%	11%

1.e The number of Dade County Public Schools students achieving recognition as semifinalists on the National Achievement Examination will increase to represent 28% of the State of Florida's winners in 1986-87, and 30% in 1987-88.

SELF-EVALUATION: Little or No Progress

Supporting Data:

	1985-86	1986-87
Semi Finalists in Florida	62	65
Semi Finalists in Dade	13	7
Dade % of State	21%	11%

1.f The number of students participating in the Gifted Program will increase by 10% in 1986-87, 3% in 1987-88, and 2% in 1988-89.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Total Students Participating 1985-86 = 3,672

Total Students Participating 1986-87 = 4,029
+357 (10% increase)

OBJECTIVE ONE (CONTINUED)

1.g Where discrepancies exist in the enrollments in selected advanced academic programs between male and female students or between minority and non-minority students at the elementary, junior and senior high levels, enrollment of the underrepresented groups will increase for each of the school years 1986-87 to 1990-91 or until equity in enrollment is achieved.

SELF-EVALUATION: Considerable Progress

Supporting Data:

All Honors/Advanced Placement Courses

	1985/86	1986/87
Black	18%	19%
Hispanic	28%	31%
Male	45%	44%
Female	55%	56%

Females are underrepresented in select advanced courses. Advanced Placement Computer Science, Computer Programming III, Advanced Placement Calculus AB, Advanced Placement Calculus BC, Advanced Placement Chemistry, Physics I Honors, Advanced Placement Physics B, and Advanced Placement Physics C, Advanced Placement Music Theory, Instrumental Ensemble.

Males are underrepresented in select advanced courses. All Foreign Language courses (except German), Humanities, English Honors I, II, III, IV, Advanced Placement, Honors Geometry, Algebra I, Biology Honors, Anatomy and Physiology Honors, Physical Science Honors, Chemistry I Honors, Advanced American and World History.

1.h The number of students qualifying for Florida Academic Scholars academic scholarships will increase for each of the years 1986-87 to 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

1984-85 - Florida Academic Scholars - 16
1985-86 - Florida Academic Scholars - 42 = + 162%
1986-87 - Florida Academic Scholars - 96 = + 129%

Percentage of increase - 129%

Note: Specific efforts at early identification and counseling of students into appropriate courses has resulted in moving from no Florida Academic Scholars in 1982-83 to 96 in 1986-87.

1.i The percentage of high school students taking Advanced Placement courses will be increased by 5% for the 1987-88 school year, by 5% for 1988-89, by 3% for 1989-90, and by 2% for 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

1985-86	to	1986-87			1986-87	to	1987-88		
4,603		4,933	=	+330 (7%)	4,933		5,968	=	+1,035 (21%)

__Note__: The objective addresses data beginning in 1987-88. Information provided established baseline data only.

1.j The percentage of high school students currently participating in selected upper level foreign language courses (exclusive of AP courses) will be __increased__ by 2% for 1988-89, by 2% for 1989-90, and by 3% for 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

	Baseline Data 1986-87
# Student in upper Level Language Foreign Courses	2,426
Enrollment Grades 10-12	51,202
% of Total	4.7

OBJECTIVE ONE (CONTINUED)

1.k The percentage of high school students participating in selected upper level science courses (exclusive of AP courses) will be increased by 3% for the 1987-88 school year, by 2% for 1988-89, by 2% for 1989-90, and by 1% for 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

	Baseline Data 1986-87
# Students in Upper-level Science Courses	19,756
Enrollment Grades 10-12	51,202
% of Total Enrolled	38.6%

1.1 The percentage of high school students participating in selected upper level mathematics courses (exclusive of AP courses) will be increased by 3% for the 1987-88 school year, by 2% for 1988-89, by 2% for 1989-90, and by 1% for 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

	Baseline Data 1986-87
# Students in Upper-level Mathmetics	3,199
Enrollment Grades 10-12	51,202
% of Total Enrolled	6.2%

BUREAU OF EDUCATION

OBJECTIVE TWO

DECREASE THE DROPOUT RATES OF ALL STUDENTS WITH EMPHASIS ON MINORITIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Summary not provided by Bureau

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a The dropout rate will decrease for each of the school years 1986-87 to 1990-91 from the cross sectional rate of 15.26% to 14.26% in 1986-87, to 13.26% in 1987-88, to 12.51% in 1988-89, to 11.76% in 1989-90, and to 11.26% in 1990-91.

SELF-EVALUATION: Little or No Progress

Supporting Data:

According to the Office of Educational Accountability, the 15.26%, 1985-86 cross-sectional dropout rate was inaccurately computed by another office and submitted for publishing in the District Comprehensive Plan. The actual rate, 7.5% is published in the Office of Educational Accountability publication, Statistical Abstract: 1986-87 "Cross-Sectional" Dropout Data by School and Ethnicity. Although 1986-87 dropout data will not be available until January, a comparison was made of the 1984-85 rate, 7.9% and the 1985-86 rate, 7.5%. This comparison revealed a decrease of .4% in the overall dropout rate.

2.b The decrease in the dropout rate among minorities will be proportional to the decrease in the overall dropout rate of the District.

SELF-EVALUATION: Little or No Progress

Supporting Data:

1986-87 dropout data are not yet available. However, according to the Statistical Abstract 1986-87 "Cross-Sectional" Dropout Data by School and Ethnicity, the dropout rate for minorities indicates an overall decrease of 1.8% over the two-year period 1984-85 to 1985-86.

2.c The percentage of students who drop out of school and who are within the occupational specialists' identified target group will decrease for each of the school years 1986-87 through 1990-91, proportional to the overall dropout rate of the District.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Data available from schools submitting reports indicate that this objective has been met. However, to date, 25 % of the school reports have not been received by the Department of Career Education. Final data will be made available upon receipt of remaining reports and upon availability of the District's dropout rate for the 1986-87 school year.

BUREAU OF EDUCATION

OBJECTIVE THREE

IMPROVE STUDENT PERFORMANCE IN THE BASIC SKILLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office

The overall objective is being met. Student performance in the basic skills has improved and the number of schools classified as deficient has decreased. It is not possible to provide a more definitive statement because the criterion test items change from year to year. Another variable that prohibits a more definitive statement is the fact that data are not yet available for all indicators.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a The number of below standard schools identified through the administration of the State Student Assessment Test will decrease each year until no schools are deficient in the basic skills areas of reading comprehension, writing, and mathematics.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The number of "deficient" schools decreased in grades 3, 5, and 8 but increased in grade 10:

	Grade 3		Grade 5		Grade 8		Grade 10	
	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87
Reading	14	1	61	30	19	16	0	5
Writing	11	3	21	9	11	11	0	14
Mathematics	16	0	29	26	18	12	0	0

Note that the criterion tests change from year to year. As scores improve, the tests are made more difficult. Current test results reflect changes in test difficulty rather than changes in student performance and, therefore, should not be compared to results from previous administrations. In the case of grade 10 writing, two new and more difficult skills were added this year, replacing the two on which performance was highest the previous year.

3.b There will be a decrease in the percentage of Dade County Public School students scoring within the below-average range (stanines 1-3) on the Stanford Achievement Test in the basic skills areas of reading comprehension, language, mathematical concepts, and mathematics applications for each of the years 1986-87 to 1988-89.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Test	Percent of Total Student Membership Stanines 1-3		
	1986	1987	Diff
Reading Comprehension	26.40	25.88	- .52%
Mathematics Computation	17.30	16.58	- .72%
Mathematics Applications	23.10	21.84	-1.26%
Language	20.08	22.32	+2.24

Note: The Director of Testing has recommended that the math computation subtest be substituted for the language subtest.

BUREAU OF EDUCATION

OBJECTIVE THREE (CONTINUED)

3.c The percentile differences between males and females on the mathematics applications subtest of the Stanford Achievement Test will decrease in those schools where the program has been implemented for each of the years 1986-87 through 1989-90 or until the scores of female students are equivalent to the scores of male students.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Percentile Difference Comparisons

	M	F	Diff	M	F	Diff	Diff/Diff 85/86 - 86/87
Bay Harbor	81.2	77.6	-3.3	82.2	71.0	- 11.2	-7.9
Southside	46.0	46.2	+0.2	49.2	45.0	- 4.2	-4.0
Redland Middle	57.0	49.0	-8.0	54.3	49.0	- 5.3	+2.73

BUREAU OF EDUCATION

OBJECTIVE FOUR

INCREASE STUDENTS' KNOWLEDGE OF THE LAW AND THEIR ACCEPTANCE OF RESPONSIBILITY AS CITIZENS IN A DEMOCRACY.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Overall, although student attendance decreased slightly (.3 of 1%), since the initial QUIIP year, considerable progress has been made toward the accomplishment of this objective. Specifically, of the students eligible to register to vote, 97.9% did so. Also, the numbers of students and teachers involved in law-related education increased.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a The districtwide percentage of eligible students who register to vote will equal or exceed 85% during 1986-87 and subsequent years.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During the 1986-87 school year, 9,240 students were eligible to register to vote. Of these students, 9,046 registered. This represents 97.9% of eligible students and is an increase from 95.3% for the prior year.

4.b At least 75% of all eligible students will register at each high school during the school years 1986-87 to 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During the 1986-87 school year, all but one senior high school registered 90% or more of their eligible students. The one school which did not attain the 90%, registered 77.4% of its students.

4.c All schools will exceed or maintain the percentage rate of student attendance established during the first year of the QUIIP program.

SELF-EVALUATION: Little or No Progress

Supporting Data:

A three-year comparison from the base year of QUIIP, 1984-85 through 1986-87, revealed that 16% of the schools exceeded the first year percentage rate, 29 percent maintained, and 55 percent failed to exceed or maintain. However, districtwide figures reveal a decline in the overall attendance rate from 93.1% in 1984-85 to 92.78% in 1986-87, or a .3% decrease.

1984-85 percent of attendance - 93.1
1985-86 percent of attendance - 92.8
1986-87 percent of attendance - 92.78

OBJECTIVE FOUR (CONTINUED)

4.d The number of students and teachers involved in law-related education programs will increase for each of the school years 1986-87 and 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

	1985-86	1986-87	Difference
Students enrolled in law education courses, grades 7-12	9,529	9,619	+ 90
Law Education Teachers, grades 7-8	80	92	+ 12
grades 9-12	16	18	+ 2
TOTALS	96	110	+ 14

OBJECTIVE FIVE

IMPROVE THE PHYSICAL FITNESS OF STUDENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The data indicate improvement. In the area of physical fitness, the indicator was accomplished and the percentage of increase surpassed the stated goal. In the area of bicycle training, there was improvement but not enough to realize the goal. Significant progress can be made in this area if there were more equipment, storage space, and staff.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a The number of students earning a district physical fitness award based on the six item AAHPERD Youth Fitness Test will surpass 24% of all students tested for the school year 1986-87, 25% in 1987-88, and 28% in 1988-89.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The number of students earning a district physical fitness award based on the six item AAHPERD Youth Fitness Test surpassed 24% of all students tested for school year 1986-87.

# Tested	# Awards	% Receiving Awards
115,941	29,091	25%

5.b All fourth grade students will participate in a bicycle training program.

SELF-EVALUATION: Moderate Progress

Supporting Data:

All fourth graders participate in a bicycle safety program as a part of the regular safety program. Fourth graders are also offered a bicycle training program. An accounting of the program follows:

SCHOOL YEAR	NO. OF ELIGIBLE SCHOOLS	PARTICIPATING SCHOOLS	DIFFERENCE
1985-86	161	24	137
1986-87	166	35	131

Since the program was implemented in the 1984-85 school year as a pilot program, the number of participating schools has increased from 12 to 35. However, when the number of participating schools is compared with the number of schools housing fourth graders, a very significant deficit is noted. Lack of equipment, storage space, and adequate number of trained staff are contributing factors.

5.c Sixty teacher/facilitators will receive indepth training in nutrition education; four percent of the primary grade classroom teachers will receive nutrition training; and 6,000 parents will receive nutrition training during the 1986-87 school year.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Program not funded.

OEA NOTE: All strategies and indicators contained in the final plan were to have been accomplished within resources provided in the adopted budget for 1986-87.

BUREAU OF EDUCATION

OBJECTIVE SIX

IMPROVE THE ACADEMIC ACHIEVEMENT, JOB PREPAREDNESS AND CULTURAL AWARENESS OF MINORITY STUDENTS WHO ARE ECONOMICALLY, RACIALLY, AND CULTURALLY ISOLATED.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Moderate progress was made toward indicator 6.a. Indicator 6.b shows that Median SAT scores did improve for Black and Hispanic students.

However, considerable progress was made for indicator 6.c; the percentage of enrollment of Blacks, Hispanics, and females in select advanced courses increased over the 85-86 school year. Also, indicator 6.d shows that the percentage of Black and Hispanic students enrolled in the Gifted Program increased by 12%. Indicator 6.f was also accomplished; 7% more inner-city youths learned to swim in 1986-87 than in 1985-86.

1986-87 INDICATORS OF ACCOMPLISHMENT

6.a The average percent of mastery of minority students on the State Student Assessment Test (SSAT-I) will improve each year from 1986-87 to 1990-91 until the average percent mastery reaches 80 percent or higher for each grade (3, 5, 8, 10) and each subtest.

SELF-EVALUATION: Not Applicable

Supporting Data:

Average Percent Mastery of Black and Hispanic
Students on the 1984 and 1985 State Student Assessment Test

	BLACK			HISPANIC		
Grade	1984	1985	Diff.	1984	1985	Diff.
3	90	85	-5	90	88	- 2
5	84	77	-7	87	86	- 1
8	81	75	-3	85	83	- 2
10 (I)	78	81	+3	81	87	+ 6
Comm. 10 (II)	72	67	-5	90	79	-11
Math 10 (II)	62	63	+1	71	78	+ 7

6.b The median percentile scores of minority students on the Stanford Achievement Test will improve for each of the school years 1986-87 to 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

See following page.

OBJECTIVE SIX (CONTINUED)

6.b (Continued)

Median Percentile Scores of Black and Hispanic Students on the 1985-86 and 1986-87 Stanford Achievement Test

BLACK

GRADES	K			1			2			3			4			5			6			7			8			9			10			11		
SUBTEST	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.
Reading Comprehension	-	-	-	31	33	+2	29	34	+5	29	31	+2	23	27	+4	24	24	0	23	24	+1	22	22	0	29	30	+1	35	36	+1	27	30	+3	23	24	+1
Mathematics Computation	29	29	+0	29	33	+4	40	46	+6	38	41	+3	39	41	+2	41	45	+4	47	47	+0	34	34	0	39	42	+3	47	47	0	37	38	+1	36	38	+2
Mathematics Concepts	-	-	-	28	33	+5	35	41	+6	39	44	+5	34	37	+3	34	36	+2	32	35	+3	34	34	0	33	36	+3	39	40	+1	-	-	-	-	-	-
Mathematics Applications	-	-	-	-	-	-	28	30	+2	35	35	0	32	35	+3	32	32	0	32	32	-	26	29	+3	24	24	0	26	26	0	-	-	-	-	-	-

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HISPANIC

GRADES	K			1			2			3			4			5			6			7			8			9			10			11		
SUBTEST	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.	85	86	Diff.
Reading Comprehension	-	-	-	43	48	+5	40	44	+4	38	43	+5	32	34	+2	35	37	+2	35	37	+2	36	36	0	42	43	+1	52	54	+2	40	42	+2	39	39	0
Mathematics Computation	44	50	+6	44	49	+5	60	66	+6	51	55	+4	54	56	+2	62	62	0	64	64	0	48	48	0	59	59	0	65	65	0	54	54	0	56	54	-2
Mathematics Concepts	-	-	-	45	55	+10	51	60	+9	54	59	+5	56	59	+3	50	54	+4	51	56	+5	49	49	0	51	54	+3	60	58	-2	-	-	-	-	-	-
Mathematics Applications	-	-	-	-	-	-	40	45	+5	50	54	+4	51	51	0	52	54	+2	54	54	0	44	44	0	44	45	+1	50	50	0	-	-	-	-	-	-

OBJECTIVE SIX (CONTINUED)

6.c Where disparities exist in the enrollments in selected advanced academic programs between male and female students or between minority and non-minority students at the elementary, junior, and senior high levels, enrollment of the underrepresented groups will increase for each of the school years 1986-87 to 1990-91 until equity in enrollment is achieved.

SELF-EVALUATION: Considerable Progress

Supporting Data:

All Honors/Advanced Placement Courses

	1985/86	1986/87
Black	18%	19%
Hispanic	28%	31%
Male	45%	44%
Female	55%	56%

Females are underrepresented in select advanced courses. Advanced Placement Computer Science, Computer Programming III, Advanced Placement Calculus AB, Advanced Placement Calculus BC, Advanced Placement Chemistry, Physics I Honors, Advanced Placement Physics B, and Advanced Placement Physics C, Advanced Placement Music Theory, and Instrumental Ensemble.

Males are underrepresented in select advanced courses. All Foreign Language courses (except German), Humanities, English Honors I, II, III, IV, Advanced Placement, Honors Geometry, Algebra I, Biology Honors, Anatomy and Physiology Honors, Physical Science Honors, Chemistry I Honors, Advanced American and World History.

6.d The number of Black and Hispanic students participating in the Gifted Program will increase by 10% in 1986-87, 3% in 1987-88, and 2% in 1988-89.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

	1985-86	1986-87	
Black & Hispanic Participation	932	1,045	= 12%

6.e The percentage of total student membership with scores within the below average range (stanines 1-3) on the Stanford Achievement Test in the basic skills areas of reading comprehension, language, mathematics concepts, and mathematics applications will decrease for each of the school years 1986-87 to 1990-91 or until equity in achievement is attained.

SELF-EVALUATION: Considerable Progress

Supporting Data:

	1986	1987	Diff
Reading Comprehension	26.40	25.88	-0.52%
Mathematics Computation	17.30	16.58	-0.72%
Mathematics Applications	23.10	21.84	-1.26%
Language	20.08	22.32	+2.24%

6.f The number of economically, racially, or culturally isolated minority students who learn to swim in water safety courses will increase by 5% for 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The number of economically, racially, or culturally isolated minority students who learned to swim in water safety courses increased by 7% in 1986-87 as compared to 1985-86.

# 1985-86	# 1986-87	# Diff	% Diff
6996	7500	504	+7%

OBJECTIVE SIX (CONTINUED)

6.g There will be an increase in the number of minority students who complete Job Preparatory programs and are positively placed on jobs for each of the years 1986-87 to 1990-91.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Baseline data for FY 86-87 as to the number of minority students who are program completers will be available January 5, 1988. The number of minority program completers who are positive placements will be available in June 1988 at the conclusion of the vocational follow-up survey.

OBJECTIVE SEVEN

IMPROVE THE VOCATIONAL PREPAREDNESS OF SECONDARY AND ADULT STUDENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

As of June 30, 1987, considerable progress had been made toward the achievement of this objective. Additional source documents will be available in January 1988 supporting progress made.

1986-87 INDICATORS OF ACCOMPLISHMENT

7.a The percentage of students who complete (program completers) vocational preparatory programs will be maintained at the 1984-85 level for the 1986-87 school year, and will increase after the implementation of a fully-funded mandatory seven period day to approximately 9,900 program completers by the 1987-88 school year and will be maintained for the 1988-89 and through the 1990-91 school year. This provides for approximately a 5% increase over the previous year's number of program completers.

SELF-EVALUATION: Moderate Progress

Supporting Data:

There were 6,139 program completers in FY 1985-86 and approximately 39,000 Job Preparatory students, as compiled from the Final Class Reports. This percentage was about the same as the FY 1984-85 figures.

The FY 1986-87 data will be available January 1988, from the enrollment breakdown reports, produced from data obtained from the Final Class Reports.

7.b The percentage of recorded successful placements made for vocational program completers will increase from 50% placement for secondary students, and 60% placement for postsecondary students to a 70% placement rate of vocational program completers by the 1987-88 school year, which will be maintained through 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

The new statutory (F.S. 229.551) requirement makes 70% the required placement standard for both secondary and vocational programs. Preliminary (unedited) results show an improvement from 57% positive placements for program completers in FY 1984-85 to approximately 62% in FY 1985-86. Edited final results will be available in January 1988.

7.c The percentage of employers responding to the annual employers survey indicating satisfaction with the program completers will increase each year with an increase from 80% to at least a 90% level by 1986-87 and be maintained at that level through 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

Employer responses in FY 1984-85 indicating satisfaction with the work performance of program completers of FY 1984-85 was 85%. Preliminary results of the employer follow-up of FY 1985-86 program completers indicates at least an 85% - 90% satisfaction rate. Final results will be available in January 1988. Results of employer responses for FY 1986-87 completers will be available in July 1988.

OBJECTIVE SEVEN (CONTINUED)

7.d The number of placements of exceptional students who complete vocational programs will increase each year with an increase from 35% to 70% by 1987-88. This level will be maintained through 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

The placement rate for exceptional students for 1985-86 was 55% for program completers. Final results will be available January 1988.

7.e The number of student registrations in Adult Basic Education courses will be maintained at the 1984-85 level for the school year 1986-87. Registrations will increase to approximately 318,000 students for the school year 1988-89 and will be maintained through the 1990-91 school year. This is a projected increase of approximately 5% over the previous year's registration figures.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

There were 324,000 adult registrations in 1986-87 and has exceeded goals. Registrations during 1987-88 are projected to exceed 340,000. Data provided by VARS registration system through MIS.

7.f The number of students receiving a high school diploma through completion of Adult Education courses or successfully passing the GED exam will be maintained at the 1982-83 level for the school year 1986-87. The number will increase to approximately 6,300 high school and GED graduates a year by 1987-88 and be maintained at that level for the 1989-90 and 1990-91 school years.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

High school diplomas issued through adult education during 1982-83 totaled 4,962 and during 1986-87 totaled 5,777 based on data provided by the various adult centers and GED test centers.

7.g The number of vocational and adult education teachers receiving preservice, inservice, and/or training programs/seminars held by district supervisory staff, Teacher Education Center (TEC) or business and industrial leaders will be maintained at the 1985-86 level for the school year 1986-87 and will increase for the 1987-88 school year by 5% and will be maintained at the 1987-88 level through 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Six teacher inservice activities were held during 1985-86 and involved 154 vocational and adult education teachers. The number increased to ten activities in 1986-87 and involved 189 teachers, an increase of 22% as indicated by data provided by the adult centers and the Division of Adult and Community Education.

7.h The number of vocational/adult advisory committee meetings will be maintained at the 1985-86 level and will increase to an average of two meetings per year for each established committee for the 1987-88 school year, and will be maintained at an average of two meetings per year through the 1990-91 school year.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Seventy-three advisory committee meetings were held during the 1985-86 school year. Little or no progress towards achieving this goal. The staff position assigned to monitor this activity was deleted from the budget.

7.i The number of vocational/adult course outlines to be developed/revised will be maintained at the 1985-86 level and is projected to increase by 10% for the 1986-87 school year, and will be maintained at the 1986-87 level through 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Eighty-four course outlines were developed during the 1985-86 school year. Ninety-five outlines/revisions were completed during the 1986-87 school year for an increase of over 10%.

OBJECTIVE EIGHT

INCREASE THE UNDERSTANDING AND KNOWLEDGE OF STUDENTS RELATIVE TO THE INTERDEPENDENCE OF OUR COMMUNITY AND WORLD.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Of the five indicators for Objective Eight, two (b and c) were accomplished relative to the 1986-87 expectancies and 8.e was not applicable to 1986-87 because of the time frame.

In the area of secondary foreign languages, the change in level of participation from 29% in 1985-86 to 32% in 1986-87 represents a net increase of 3%. By level, junior high schools increased from 20% to 21%, and senior high schools increased from 37% to 42%. Limitations on electives at the junior high school will probably tend to constrain the rate of increase at this level, while foreign language college entrance requirements will probably tend to maintain most of the increase in foreign language study at the senior high school level. In the upper foreign language courses, Level III and up (exclusive of AP courses), there was a 21% increase from 1985-86 to 1986-87.

In the area of elementary Spanish, program participation appears to have reached a saturation point under the current voluntary status, stabilizing at about 98% for Spanish-S and the opt-out policy, and about 70% for Spanish as a Second Language and the opt-in policy. Differences in absolute numbers of program participants are the result of shifts in ethnic distribution, and do not represent a trend in level of participation.

1986-87 INDICATORS OF ACCOMPLISHMENT

8.a Participation in school clubs and activities will reflect the ethnic/racial composition of the school by 1987-88.

SELF-EVALUATION: Little or No Progress

Supporting Data:

It was determined that the collection of data on this indicator is unrealistic and for that reason a self-evaluation of "little or no progress" is provided above.

8.b The number of students enrolled in a foreign second language in secondary schools will be increased to 32% in 1986-87 and subsequent years.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

For the 1986-87 school year, secondary foreign language enrollment was 32% (senior high school enrollment was 42%; junior high school enrollment was 21%). Each represents an increase from the prior year when secondary enrollment was 29% (senior high enrollment was 37% and junior high enrollment was 20%).

OBJECTIVE EIGHT (CONTINUED)

8.c The percentage of students enrolled in Spanish programs at the elementary level will be maintained.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Number and Percent of Students Enrolled In
Spanish SL and Spanish S for 1984-85 through 1986-87

	1984-85		1985-86		1986-87	
	#	%	#	%	#	%
Spanish SL	37,557	66	37,906	70	38,706	70
Spanish S*	45,832	95	49,329	98	52,079	98

* The Spanish S enrollment figures included limited English speakers enrolled in Spanish Home Language Arts.

8.d The number of staff members who received training in multi-cultural relations will be increased during the 1986-87 school year and each year thereafter.

SELF-EVALUATION: Little or No Progress

Supporting Data:

During the 1986-87 school year, workshops were conducted which addressed multicultural relations. Included among these were " A World of Difference" (a major effort in multicultural relations which involved all secondary schools), Black Archives, Hands Across the Campus, Holocaust Studies, and African Studies. During the 1986 Summer Inservice Institute, 62 teachers successfully completed training involving language and culture. The Intergroup Relations Team held a one-day Cultural Awareness Workshop on May 7, 1987, with approximately 250 Dade County Public Schools staff members and 50 community participants at the Omni International Hotel. Dr. Jawanza Kunjufu was the workshop presenter.

It was determined that the collection of quantitative data for this indicator is unrealistic and for that reason a self-evaluation of "little or no progress" is indicated above.

8.e Participation in International Education programs in the Coral Gables feeder pattern will reflect the ethnic/racial pattern of the school by 1988-89.

SELF-EVALUATION: Not Applicable

Supporting Data:

At the Board Conference Session on Magnet Schools and Programs, the enrollment at Sunset Elementary International Studies Program for 1986-87 was reported to be 110 students: 16% Black and 84% non-Black. The enrollment for each group is as follows:

Black	White	Hispanic	Asian
16%	50%	33%	1%

OBJECTIVE NINE

INCREASE THE NUMBER OF STUDENTS WHO DEMONSTRATE COMPUTER COMPETENCE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The computer education program in the Dade County Public Schools has expanded during the past years as indicated by the data reported below for the grade 6-12 enrollment in courses.

Complete K-12 curriculum guides have been updated to incorporate current state and local computer education requirements and to include course outlines consistent with the state's curriculum framework. Student workbooks and teacher's guides have been prepared for the standards tested in grades 3, 5, and 8, and curricular materials for all levels in computer literacy have been developed and reviewed in conjunction with experienced computer education teachers from various schools.

Release time has been provided for teachers to take advantage of the computer education software lab. Many hundreds of requests for assistance in purchasing hardware and software, setting up computer labs, and establishing computer education programs at schools have been fulfilled.

Purchases of computers during the summer months (more than $1 million in Apple computers alone) suggests that this area will continue to grow.

OEA INDEPENDENT REVIEW:

Little or No Progress: The status of this objective was "Little or No Progress" because the data relative to the indicator were not available.

1986-87 INDICATORS OF ACCOMPLISHMENT

9.a The number of students completing computer courses will increase for each of the school years 1986-87 to 1989-90.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During the school year 1985-86, student enrollment in computer education courses was 21,656. This enrollment increased in 1986-87 to 25,858, an increase of 4,202 students or about 19%. Of this total, 21,572 students enrolled in semester-long courses, and 4,286 enrolled in year-long courses.

OEA INDEPENDENT REVIEW:

Little or No Progress: The status of this indicator was "Little or No Progress" because the data relative to the indicator were not available.

9.b By 1989-90, students in grades 3, 5, 8, and 10/11 will achieve at or above the average level for the state on the tests of minimum student performance standards in computer education.

SELF-EVALUATION: Not Applicable

OBJECTIVE NINE (CONTINUED)

Supporting Data:

Testing of state standards in computer literacy will not take place until 1988-89 at the earliest. To prepare for this, curriculum materials that cover the state's minimum student performance standards in computer education for grades 3, 5, 8, and 11 have been developed. These materials include student workbooks and teacher's guides that address the appropriate grade level skills. In addition, sample test items on the computer education skills have been developed and field tested. Results indicate that the district will meet this objective in 1989-90.

OEA INDEPENDENT REVIEW:

Not Applicable: 1989-90 is the year this indicator is scheduled for completion.

9.c By 1986-87, the number of students enrolled in computer courses above the literacy level will increase at a rate higher than the increase in enrollment in computer courses in general.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During 1985-86, student enrollment in courses above the literacy level was 5,854. This figure rose in 1986-87 to 13,398, or an increase of 128%. During the same time period, enrollment in all computer courses increased 19%.

OEA INDEPENDENT REVIEW:

Little or No Progress: The status of this indicator was "Little or No Progress" because the data relative to the indicator were not available.

9.d By 1987-88, the number of females and minority students enrolled in advanced computer courses will increase 5% over the average figures for 1985-86 and 1986-87.

SELF-EVALUATION: Not Applicable

Supporting Data:

Enrollment by female and minority students in advanced computer courses was 5,176 in 1985-86. Enrollment increased in 1986-87 to 5,961, or 15% more students. Interestingly, enrollment in advanced courses had this breakdown: 25% Black; 39% Hispanic; 3% Asian; and 40% female.

	Black	Hispanic	Indian	Asian	Female	Total Enrollment
Semester Courses:						
Basic I	206	224	0	21	300	719
Basic II	108	143	0	20	192	488
Pascal	3	0	0	1	2	6
Year-Long Courses:						
AP Computer Science	12	43	0	6	30	134
M/J Intro to Programming	378	665	0	29	612	1,472
M/J Intermediate Program	34	125	0	6	108	228
Programming I	569	758	2	70	875	1,975
Programming II	86	154	0	13	89	375
Programming III	7	37	0	6	17	102
TOTALS:	1,403	2,159	2	172	2,225	5,499

OEA INDEPENDENT REVIEW:

Not Applicable: 1987-88 is the year this indicator is scheduled for completion.

OBJECTIVE NINE (CONTINUED)

9.e The number of females and minority students in advanced computer courses will increase 3% over 1987-88 average figures for 1988-89 and 1989-90.

SELF-EVALUATION: Not Applicable

Supporting Data:

Baseline data has been collected and reported in 9.d.

OEA INDEPENDENT REVIEW:

Not Applicable: 1987-88 is the year this indicator is scheduled for completion.

BUREAU OF EDUCATION

OBJECTIVE TEN

IMPROVE STUDENTS' ORAL AND WRITTEN LANGUAGE WITH EMPHASIS ON CRITICAL THINKING SKILLS ACTIVITIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Except for grade 10, overall, test scores show moderate gains. However, 10th grade District Writing Sample results indicate both better than expected and better than average scores. Examples of districtwide activities initiated to improve thinking/writing skills include the annual Writing Institute conducted jointly by the Dade County Public Schools and the University of Miami, and the full implementation in grades 10 through 12 of the Jack Gordon Writing Enhancement Act.

1986-87 INDICATORS OF ACCOMPLISHMENT

10.a In 1985-86 and for subsequent years, scores on the writing subtest of the State Assessment Test (SSAT-I) will equal or exceed the average percent mastery at the State level.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Writing results for grades 3, 5, and 8 indicate 89% as the average percent mastery. While these district scores are still 2 to 4 points below statewide results at grades 3, 5, and 8, they do reflect a 4-point increase over last year's scores.

Writing results for grade 10 indicate a drop of 11 points districtwide and a drop of 8 points statewide. The district analysis indicates that in the writing subtest "two new and more difficult skills were added, replacing the two on which performance was highest last year".

10.b Scores on the language and listening subtests of the Stanford Achievement Test will increase for each of the school years from 1985-86 to 1989-90.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Language and listening subtest scores were maintained or improved by 3 to 4 points at each grade level tested.

10.c Dade County students will score at or above the State averages on test items reflecting critical thinking skills when tests in this area are developed by the State.

SELF-EVALUATION: Not Applicable

Supporting Data:

No state test or test items yet developed.

10.d The number of elementary, middle/junior, and senior high schools language arts teachers formally inserviced to teach and/or writing skills will increase for each of the school years 1986-87 through 1988-89.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Enrollment in the Dade County Public Schools/University of Miami Writing Institute was expanded by 67%, and subsequent inservice for participants (Saturday sessions during the school year) was also increased. School inservice for writing/thinking components was increased by more than 50% across the grades, K through 12.

BUREAU OF EDUCATION

OBJECTIVE ELEVEN

INCREASE THE PARTICIPATION OF STUDENTS IN COMMUNITY CULTURAL ACTIVITIES AND FORMAL ARTS PROGRAMS ON THE SCHOOL LEVEL AND IMPROVE THE ARTISTIC PERFORMANCE LEVEL OF THE STUDENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The percentage of students enrolled in art and music classes dropped from 1985-86 to 1986-87. Increase in the 1987-88 year is expected as a result of the implementation of the seven period day.

There was a 30% increase in the number of students who attend talent programs in Magnet schools. Three new talent programs were opened in 1986-87 - their numbers are not included in increase.

1986-87 INDICATORS OF ACCOMPLISHMENT

11.a The percentage of students enrolled in arts programs will increase for the 1986-87 and 1987-88 school years, dependent on the funding of the seven-period day.

SELF-EVALUATION: Little or No Progress

Supporting Data:

	1985-86	1986-87	
Fine Arts	48%	46%	(-2%)

11.b The percentage of students attending talent programs in the school-based talent centers will increase for each of the school years 1986-87 to 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

1985-86	1986-87	
2,072 Students	2,135 Students	Increase: 3%

11.c The number of students who attend talented programs in magnet school talent programs will increase for each of the school years 1986-87 through 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

1985-86	1986-87	
2,072 Students	2,135 Students	Increase: 3%

OBJECTIVE ELEVEN (CONTINUED)

11.d The number of junior high school band, orchestra, and choral performing groups receiving a II or above rating in concert evaluation will increase by 15% for each year from 1986-87 through 1988-89.

SELF-EVALUATION: Not Applicable

Supporting Data:

Percentage of
Junior High Band, Orchestra,
and Choral Groups receiving II or Above Rating for 1986-87

	1986-87
Junior High Band	59%
Orchestra	83%
Chorus	62%

OBJECTIVE TWELVE

IMPROVE THE KNOWLEDGE AND SKILLS AND ADAPTIVE FUNCTIONS OF EXCEPTIONAL STUDENTS THROUGH PARTICIPATION IN THE PLANNED CURRICULA FOR STANDARD AND SPECIAL DIPLOMAS, AND WITH RELATED SUPPORT AND TRANSITIONAL SERVICES PROVIDED BY THE SCHOOL PROGRAM OR THROUGH COLLABORATION WITH COMMUNITY AGENCIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The data collected to date provides baseline and progress as indicated in the 1987 objectives. Strengths are observed in the areas of:

1) Number of ESE students taking the SSAT-I and II
2) Increase in courses for unique needs
3) Number of students receiving a special diploma
4) Number of students passing SSAT, Math
5) Increased number of students receiving related support and transitional services

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1986-87 INDICATORS OF ACCOMPLISHMENT

12.a The number of exceptional students receiving a standard diploma will increase for each of the school years 1986-87 to 1989-90.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Reports from Management Information System (MIS):

Five hundred twelve (512) exceptional students received standard diplomas for the 1985-86 school year.

Four hundred sixty-eight (468) exceptional students received standard diplomas for the 1986-87 school year.

1985-86	1986-87
512	468

12.b The number of exceptional students receiving a special diploma will increase for each of the school years 1986-87 to 1989-90.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Data will be available after the summer school session for the 1986-87 school year.

1984-85	1985-86	1986-87
110	120	130

OBJECTIVE TWELVE (CONTINUED)

12.c The number of high school exceptional students who pass SSAT-I and SSAT-II will increase for each of the school years 1986-87 to 1989-90.

SELF-EVALUATION: Little or No Progress

Supporting Data:

SSAT II Scores:	1985-86			1986-87		
	Number of ESE Students Tested	Number Passed	Percent Passed	Number of ESE Students Tested	Number Passed	Percent Passed
Communication:	1,402	746	41%	1,603	480	30%
Math:	1,556	750	39%	1,785	767	43%

12.d The number of students demonstrating mastery of State Minimum Performance Standards (regular or special) will increase for each of the school years 1986-87 to 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

Baseline Year 1986-87

District Report of Exceptional Student Achievement of Skills

	TOTAL	READING		WRITING		MATH	
Grade 3	ESE	%	# Students	%	# Students	%	# Students
SSAT-I	1,075	66%	713	73%	788	75%	805
Grade 5							
SSAT-I	1,566	71%	1,106	59%	927	73%	912
Grade 8							
SSAT-I	1,144	37%	421	37%	421	42%	413

Note: Gifted population was subtracted from the number of ESE students demonstrating mastery of State Minimum Performance Standards.

12.e The number of exceptional student classes designated for meeting the unique needs of exceptional students will increase for the school years 1986-87.

SELF-EVALUATION: Not Applicable

Supporting Data:

Courses offered during the 1986-87 school year to meet the unique needs of exceptional students are as follows: (Senior High)

Baseline Information

Course Code	Classes	Total Students Served
796301001	2	11
796302001	2	16
796303001	3	27
796305001	11	28
796306001	3	24
796307001	17	89
796308001	32	140
796311001	1	4
796312001	2	2
796313001	3	19
Total: Courses (10)	Classes (74)	Students Served (358)

OBJECTIVE TWELVE (CONTINUED)

12.f The quantity and scope of related support and transitional services will increase annually from 1986-87 to 1990-91 providing services to more students.

SELF-EVALUATION: Considerable Progress

Supporting Data:

During the 1986-87 school year, related support and transitional services increased as follows:

1. Through a contribution by the Bertha Abess Children's Center, psychiatric consultation services were implemented at 7 sites for severely emotionally disturbed (SED) students, making this service available at all SED programs.
2. The number of art therapists increased from 9 to 12 positions.
3. The growth in the SED student population resulted in an 11% increase in the number of SED students receiving related services.
4. Two speech therapists received formal instruction in specialized auditory training for use with hearing impaired students.
5. The number of families doubled in the home intervention program for the 0-3 year old hearing impaired preschool population (from 12 to 24).
6. The number of visually impaired and multiply handicapped visually impaired students receiving orientation and mobility training tripled (from 14 to 43 students).
7. The number of students receiving case management services from the Multiagency Network for Severely Emotionally Disturbed Students for the first time increased by 32% (from 100 to 132).
8. Transition conferences were held for all ESE students enrolled in the 11th grade during the 1986-87 school year. Data for the 1986-87 school year indicate 201 students receiving follow-up transitional services from community agencies.
9. The number of ESE graduating seniors placed in employment increased from 377 during the 1985-86 school year to 439 for the 1986-87 school year.
10. Project VICTORY provided transitional services and employment for 18 students previously unserved.
11. Related support services were provided to 621 limited English proficient students through the ESOL program.

BUREAU OF EDUCATION

OBJECTIVE THIRTEEN

IMPROVE THE COUNSELING SERVICES AVAILABLE AT BOTH THE ELEMENTARY AND SECONDARY LEVELS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

During the 1986-87 school year, considerable progress was made relative to the accomplishment of the indicators for this objective. The percentage of students in grades 8-12 who have a Career Course Plan (CCP) on file in the Transfer Student Information and Credit Evaluation (TRACE) has increased significantly. Most schools can demonstrate, through a computer-generated report, that over 80% of their students have CCPs. Group guidance activities have continued to increase in the 13 senior high schools and one alternative school that have a group counselor, and, as a result of the Early Bird Counseling Program and the Evening Intervention Program.

The number of other schools that provide group guidance activities has also continued to increase. School-based student services plans were developed by personnel at every school and educational center and are on file in the Division of Student Services, Department of Career Education, Department of Dropout Prevention, and the School Board Members Office.

1986-87 INDICATORS OF ACCOMPLISHMENT

13.a All students in grades 8-12, who have been in the Dade County Public Schools for at least one year, will have on file a career plan with annual updates as appropriate.

SELF-EVALUATION: Considerable Progress

Supporting Data:

The percentage of students in grades eight through twelve who have a Career Course Plan (CCP) on file in the Transfer Student Information and Credit Evaluation (TRACE) has increased dramatically during the 1986-87 school year. Although few schools can claim 100% participation, many can demonstrate that over 80% of their students have CCPs.

13.b The number of schools conducting group guidance activities in the areas of career information, fractured families, self-concept, academic difficulties, dropout prevention, suicide prevention, child abuse, and other special needs will increase each year until all schools are participating.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Group guidance activities continue to increase in the area of career information as a result of materials produced as a part of the Postsecondary Planning Program and the career course plan and course/credit analysis components of TRACE. Early Bird Counseling Programs provided group counseling services to an increased number of middle/junior high school students. The Evening Intervention Program provided an additional group service to an increased number of secondary students. Profiles of guidance services indicate that the number of schools providing group activities has increased from 51 in 1985-86 to 69 in 1986-87. All elementary school counselors conduct group guidance sessions. Because conducting group activities is a primary goal of the elementary guidance program, group guidance activities for students at all grade levels continues to increase as evidenced by an increase in the reported number of students served.

OBJECTIVE THIRTEEN (CONTINUED)

13.c The percentage of students receiving group guidance services will increase in 1986-87 in the middle/ junior high feeder schools of the 13 senior high schools which have additional secondary counselors.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All group counselors in the senior high schools are to provide an Early Bird Counseling Program to their middle/junior high schools. During the 1985-86 school year, the program only served approximately one percent of the students due to the fact that the program began late in the school year. The percentage of students served in middle/junior high schools increased to four percent during the 1986-87 school year.

13.d A school-level student services plan stating goals and objectives will be on file at each school and the district office.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

School-based student services plans were developed by personnel at every school and educational center, submitted to the area office and subsequently to the Division of Student Services.

13.e Students will have increased advisement services in career and educational planning through the implementation of the Transfer Student Information and Credit Evaluation (TRACE).

SELF-EVALUATION: Not Applicable

Supporting Data:

All schools housing students in grades eight through twelve are using the materials prepared by the Division of Student Services for career planning. While some schools make extensive use of the on-line computer options available through the Transfer Student Information and Credit Evaluation (TRACE) program for both career and educational planning, others are still experimenting with the implementation best suited to their needs.

OBJECTIVE FOURTEEN

IMPROVE ACADEMIC PERFORMANCE AND/OR BEHAVIORAL ADJUSTMENT OF STUDENTS THROUGH MORE EFFICIENT AND MORE EFFECTIVE DELIVERY OF PSYCHOLOGICAL SERVICES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Moderate progress was made in regard to a decrease in the backlog of cases awaiting psychological evaluations. Data reports from the area offices indicated 7,239 cases open as of July 7, 1986. Since that time, the Student Case Management System has been utilized to record cases open and other key points in the psychological services process. Data in the Student Case Management System indicate that, as of June 28, 1987, there were 6,616 cases open. Staff believes that this reduction is due to the assistance provided through contracted services with an outside agency and Dade County Public Schools psychologists.

In reference to the other indicators regarding psychological interventions, very little progress has been made due to staff's inability to trace psychological interventions to an increase in student achievement, a reduction of students requiring further evaluations and/or exceptional student education placements, and an increase in counseling by school psychologists. Although some of the data are available in the Student Case Management System, it was impossible to determine whether the services were provided by a school psychologist, counselor, or other school personnel. Specific codes should have been designated, exclusively for psychologists to use, that would have generated this data.

Indicator #14.b should have been eliminated because an increase in student achievement, as a result of psychological intervention, would have required a manual reporting system that is too cumbersome.

OEA INDEPENDENT REVIEW

Little or No Progress Relative to 1986-87 Indicators: It is not possible to examine progress for this objective due to a lack of data to examine. Status report for 1985-86 stated that computer capabilities were in place June 30, 1986. However, reports provided by Bureaus indicate computer program does not provide data needed.

1986-87 INDICATORS OF ACCOMPLISHMENT

14.a As a result of psychological intervention when students are referred to Child Study Teams, the number of students who require further evaluation and/or exceptional student educational placement, will decrease for each year for the school years 1986-87 through 1988-89.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Available data from the Student Case Management System (SCM) was found to be insufficient in its present form. A new code designating that the Child Study Team referred to the psychologist for interventions rather than for psychological evaluation is required to establish a database that will provide supporting data for this indicator.

OEA INDEPENDENT REVIEW

Little or No Progress: Available data from the Student Case Management System (SCM) was found to be insufficient to measure progress on this indicator.

OBJECTIVE FOURTEEN (CONTINUED)

14.b As a result of psychological intervention when students are referred to Child Study Teams, student achievement of referred students will increase.

SELF-EVALUATION: Moderate Progress

Supporting Data:

A database is being developed from the end-of-year computer printouts of students who made a grade of F, and who received the services of a Child Study Team.

OEA INDEPENDENT REVIEW

Little or No Progress: Available data from the Student Case Management System (SCM) was found to be insufficient to measure progress on this indicator.

14.c The number of students identified by professional staff as at-risk (e.g., dropout, possibly abused, or potentially suicidal) who receive psychological counseling will increase for each year for the school years 1986-87 through 1988-89.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Available data from the Student Case Management System (SCM) was found to be insufficient to provide supporting data for the indicator in its present form. A new code specifying psychological counseling rather than individual counseling (provider unspecified) is required to establish the database that will provide supporting data for this indicator.

OEA INDEPENDENT REVIEW

Little or No Progress: Available data from the Student Case Management System (SCM) was found to be insufficient to measure progress on this indicator.

14.d The time from the opening of a case by the area office to the staffing will decrease annually for the school years 1986-87 through 1988-89.

SELF-EVALUATION: Little or No Progress

Supporting Data:

The requested computer program for the Student Case Management (SCM) System has not been developed to establish the database that will provide supporting data for this indicator.

Pressing needs in other areas resulted in this computer program being delayed. It is now scheduled to be developed in October or November 1987. With its development, a proper database will be available.

OEA INDEPENDENT REVIEW

Little or No Progress: Available data was found to be insufficient to measure progress on this indicator. However, status report for 1985-86 stated that computer capability was in place June 30, 1986.

OBJECTIVE FOURTEEN

14.e The backlog of psychological cases to be evaluated will decrease annually for the school years 1986-87 through 1988-89.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Data reports by area indicated 7,239 cases open as of July 7, 1986. Reports by area indicated 6,157 cases open as of June 4, 1987. Data provided by the Student Case Management System indicated 6,616 cases open, not tested, as of June 28, 1987. This latter figure provides a reliable base for future supporting data for this indicator.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was completed as indicated by the self-evaluation.

OBJECTIVE FIFTEEN

TO IMPROVE THE ACADEMIC PERFORMANCE AND ACHIEVEMENT OF STUDENTS IN SCIENCE AT THE JUNIOR HIGH SCHOOL LEVEL BY INCREASING THE QUANTITY AND QUALITY OF SCIENCE-RELATED INSTRUCTIONAL MEDIA MATERIALS USED IN CLASSROOM INSTRUCTION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Considerable progress has been made in the initial step required to accomplish the improvement of science instruction through increased use of media by the acquisitions of the pieces of most recent television and film material correlated with the science curriculum.

Collection of baseline performance data has been deferred by one year to recognize change in the junior high/middle school science curriculum.

Therefore, little or no progress has been made towards accomplishment of other indicators.

1986-87 INDICATORS OF ACCOMPLISHMENT

15.a Average achievement of students in Life Science and Physical Science will increase by a minimum of 5% in the 1987-88 school year, as measured by student scores on an agreed upon nationally normed test of science concepts and content. (March 1986-87 = baseline year)

SELF-EVALUATION: Not Applicable

Supporting Data:

Collection of baseline data has been deferred until 1987-88 to recognize changes in junior high/middle school science curriculum and to assure usefulness of data to guide program improvement efforts.

15.b By June 30, 1987, the pretesting of students in the pilot schools will be completed and the teachers and media staff in the pilot schools will have completed their inservice training.

SELF-EVALUATION: Not Applicable

Supporting Data:

Collection of baseline data in pilot schools has been deferred until 1987-88 with a target accomplishment data of June 30, 1988 to correlate with the changes in junior high/middle school science requirements.

15.c By June 30, 1992, a science instructional media program will be implemented in all junior high schools.

SELF-EVALUATION: Moderate Progress

Supporting Data:

One hundred sixty-seven (167) new applicable instructional film titles and two television series were added to the materials which will be available to teachers in support of science teaching.

15.d The number of students failing junior high school science courses will decrease by a minimum of 10% per year in those schools participating in the pilot science instructional media program.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Pilot schools were not designated due to deferment in activity so that activity would support program improvement of change in the science curriculum in junior high/middle schools.

BUREAU OF EDUCATION

OBJECTIVE SIXTEEN

TO INCREASE THE QUALITY AND QUANTITY OF TEACHER AND STUDENT UTILIZATION OF EXISTING INSTRUCTIONAL MATERIALS WHICH MOTIVATE, CLARIFY, AND REINFORCE LEARNING.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

As of June 30, 1987, the specified level of accomplishment for the 1986-87 year had exceed the indicators.

1986-87 INDICATOR OF ACCOMPLISHMENT

The number of teachers and students using instructional films, instructional television, and school-level media services will increase by a minimum of 10% per year as evidenced by the following reports and activity logs:

Annual Media Center Statistics and Inventory Report
Annual Film Library Report

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The number of instructional film requests filled by the film library increased by 10%; the number of student visits to school media centers increased by 10% on the elementary level, decreased by 3% on the junior high level, and increased by 25% on the senior high level (adjusted figure to account for two closed media centers) for an overall district increase of 11%. The number of school-owned television sets increased by 15%; however, the techniques for measuring video usage are not yet available.

OBJECTIVE SEVENTEEN

UTILIZE TELEVISION AS A MEANS TO INCREASE THE PARTICIPATION OF TEACHING, ADMINISTRATIVE, AND NON-INSTRUCTIONAL STAFF IN INSERVICE EDUCATION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Use of television as a potent staff educational tool was markedly increased during 1986-87, with 11 specific inservice projects produced against seven the previous year. Additional programs with a strong inservice potential or staff relevancy were produced in cooperation with administration personnel.

1986-87 INDICATORS OF ACCOMPLISHMENT

17.a The number of teaching, administrative, and non-instructional staff participating in television-delivered inservice education programs will increase by a minimum of 10% per year, over the 1986-87 baseline year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During the 1986-87 fiscal year, a total of 11 inservice television programs or projects were completed by WLRN personnel in cooperation with initiating administrators and their staffs. These ranged from such programs as Risk Management's "Call-In" for all school system personnel to a Beginning Teacher program for new instructional personnel, and represents an increase from seven such projects the previous year.

17.b By June 1987, an evaluation process and instrument, acceptable to OEA, is designed and utilized in collecting the required baseline data.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Evaluation process and instrument has been developed pending approval by OEA.

BUREAU OF EDUCATION

OBJECTIVE EIGHTEEN

TO IMPROVE THE OPPORTUNITIES FOR STUDENTS AND TEACHERS AT ALL SCHOOLS TO ACCESS COMPARABLE LEVELS OF TEXTS, CURRENT AND USABLE LIBRARY MEDIA MATERIALS, INSTRUCTIONAL TELEVISION AND FILM SERVICES, AND MEDIA FACILITIES WHICH SUPPORT CLASSROOM INSTRUCTION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The source of funds for all library media materials is the principal's discretionary budget, supplemented by the Library Media Matching Funds Program. Since discretionary allocations are dependent on administrative commitment to the media program, allocations for library materials and equipment vary considerably from school to school. Nevertheless, data indicate that there is considerable progress in increasing the number of schools that meet or exceed district recommendations for funding of library resources, that schools are removing obsolete materials from library collections and replacing them with updated materials, and that significant differences in the quality and quantity of media materials and services are diminishing.

1986-87 INDICATORS OF ACCOMPLISHMENT

18.a By June 30, 1987, at least 80% of Dade County Public Schools will have adopted a multi-year plan for weeding and replacing books, audiovisual materials and audiovisual equipment.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of June 30, 1987, 112,617 books had been discarded and 134,717 books, plus other audiovisual materials and equipment, had been acquired in school media centers. Ninety-six percent (96%) of the schools discarded materials; 100% of the schools replaced materials.

18.b By June 30, 1991, 80% of the Dade County Public Schools will have access to comparable levels of texts, current and usable library media materials, instructional television and film services, and media facilities as described in the District Media Center Collection Standards, and as evaluated by the Annual Media Center Statistics and Inventory Report.

SELF-EVALUATION: Considerable Progress

Supporting Data:

There continues to be substantive movement toward equalization of access to media materials and equipment as measured by the number of schools whose expenditures for media are now exceeding or approaching the minimum district recommendation. That movement is illustrated by the following data for the three administrative areas which in 1982-83 had the greatest number of schools spending less than the minimum district recommendation:

Percentage of Schools Below the District Expenditure Recommendation in 1982-83
Which Now Exceed or are Moving Toward the Minimum District Expenditures

Area	Elementary	Junior High	Senior High
North Central	83% (29/35)	63% (5/8)	100% (4/4)
North	100% (31/31)	80% (8/10)	100% (6/6)

Data also indicate that for the total district, 56% of the schools met or exceeded the recommended level for 1986-87 and an additional 13% met or exceeded the recommended level over a five-year average, for a total of 69% of the schools.

OBJECTIVE EIGHTEEN (CONTINUED)

18.c The number of schools providing access to the library media center at all times of the day as needed will increase by a minimum of 10% annually until all schools are in compliance with the State requirements.

SELF-EVALUATION: Not Applicable

Supporting Data:

The 1986-87 strategy to gather baseline data for evaluating media center access policies was accomplished as of June 30, 1987.

18.d The number of schools in which administrators, teachers, and student and parent representatives, when appropriate, are involved in planning and evaluating library media center policies and services will increase by a minimum of 10% annually until all schools are in compliance with State requirements.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Baseline data with which to measure the status of accomplishment are not currently available, but will be gathered in 1987-88. However, 63 media specialists attended a workshop that recommended strategies for establishing school-level media program advisory committees. Responses were favorable from 47 media specialists indicating a willingness to implement the process.

BUREAU OF EDUCATION

OBJECTIVE NINETEEN

IMPROVE PROGRAMS TO ASSIST STUDENTS OF LIMITED ENGLISH PROFICIENCY TO MOVE MORE RAPIDLY INTO THE MAINSTREAM OF THE EDUCATIONAL SYSTEM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

In assessing the status of accomplishment of this objective, indicators 19.a, 19.b, 19.c, 19.d, 19.e, and 19.f were accomplished, and only 19.g showed moderate progress with 64% of accomplishment. During 1986-87, Phase-Two of the 1985-86 Multilingual/Foreign Language Task Force recommendations were implemented bringing about a reduction in pupil/teacher ratio in programs for students of limited English proficiency. Along with a reduction in pupil/teacher ratio, other actions/activities impacted and improved programs to assist students of limited English proficiency to move more rapidly into the mainstream of the educational system, such as: (1) inservice training of over 500 teachers, including approximately 170 regular classroom teachers teaching ESOL self-contained classes in grades K-6, (2) improved tracking and reporting system of students in the program, (3) implementation of computer-assisted instruction in ESOL for grades 2-6, and (4) close monitoring of ESOL class size in secondary schools.

For the purpose of this report and in order to draw some conclusions of the percentage of students who had been classified as limited English proficient for longer than three years, the data used were entry date into DCPS. Currently and since the 1984-85 school year, MIS utilizes a procedure to track the number of semesters a student had participated in ESOL. But since this system was only established six semesters or three years ago, it was not useful at this time in identifying long-term ESOL students. Therefore, a decision was made to use the only other available data that could reflect time-in-program, entry date into DCPS. However, the entry date is not always a reliable indicator of participation in the ESOL program due to the transient nature of a large number of such students. Through the monitoring process, it was discovered that many of these students, after their initial entry into DCPS, withdrew and returned to their place of origin and reentered our school system some time later.

OEA INDEPENDENT REVIEW

Considerable Progress Relative to 1986-87 Indictors: The status of this objective was "Moderate Progress" because data relative to the major indicators were not collected for analysis.

1986-87 INDICATORS OF ACCOMPLISHMENT

19.a 100% of students in grades K-12 who are classified as limited English proficient will participate in a special English program designed for students who are learning English as a new language, as of the school year 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of January 5, 1987, there were 25,245 limited English proficient students in grades K-12 participating in ESOL. It is assumed that 25,245 represents 100% of the students in need of the program as there were no reports of non-participation.

	GRADES												
Number of	K	1	2	3	4	5	6	7	8	9	10	11	12
Students	6,129	4,728	3,307	2,043	1,422	1,351	1,228	1,315	1,136	1,294	874	330	88

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

OBJECTIVE NINETEEN (CONTINUED)

19.b The percentage of limited English proficient students in grades 10-12 who have been classified for more than three years will decrease by 3% in 1986-87, by 2% in 1987-88, by 1% in 1988-89, and by 1% in 1989-90.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of April 18, 1986, there were 1,127 limited English proficient students in grades 10-12.
As of February 18, 1987, there were 1,270 limited English proficient students in grades 10-12.

Number of Students As Of:		DCPS Entry Date Calendar Year				
	1984*	1983	1982	1981	1980	
April 18, 1986		125	26	5	28	= 184 (16.33% of 1,127)
February 18, 1987	44	36	6	9	14	= 109 (8.58% of 1,127)
						- 7.75%

The total decrease of students in grades 10-12 who were classified as limited English proficient for more than three years was 7.75%.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

19.c The percentage of limited English proficient students in grades 7-9 who have been so classified for more than three years will decrease by 4% in 1986-87, by 3% in 1987-88, by 2% in 1988-89, by 1% in 1989-90, and by 1% in 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of April 18, 1986, there were 3,500 limited English proficient students in grades 7-9.
As of February 18, 1987, there were 3,711 limited English proficient students in grades 7-9.

Number of Students As Of:		DCPS Entry Date Calendar Year				
	1984*	1983	1982	1981	1980	
April 18, 1986		273	45	22	49	= 389 (11.11% of 3,500)
February 18, 1987	92	84	22	14	43	= 255 (6.87% of 3,711)
						-4.24%

The total decrease for students who were classified as limited English proficient for more than three years was 6.45%.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

19.d The percentage of limited English proficient students in grades 4-6 who have been so classified for more than three years will decrease by 5% in 1986-87, by 4% in 1987-88, by 3% in 1988-89, by 2% in 1989-90, and by 1% in 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of April 18, 1986, there were 3,508 limited English proficient students in grades 4-6.
As of February 18, 1987, there were 4,178 limited English proficient students in grades 7-9.

Number of Students As Of:		DCPS Entry Date Calendar Year				
	1984*	1983	1982	1981	1980	
April 18, 1986		343	125	137	203	= 808 (23.03% of 3,508)
February 18, 1987	49	156	121	97	78	= 501 (11.99% of 4,178)
						-11.04%

The total decrease for students in grades 4-6 who were classified as limited English proficient for more than three years was 11.04%.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

*Reflects January and February, 1984 entries.

BUREAU OF EDUCATION

OBJECTIVE NINETEEN (CONTINUED)

19.e The percentage of limited English proficient students in grade 3 who have been so classified for more than three years will decrease by 6% in 1986-87, by 5% in 1987-88, by 4% in 1988-89, by 3% in 1989-90, and by 2% in 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of April 18, 1986, there were 1,772 limited English proficient students in grade 3.
As of February 18, 1987, there were 2,018 limited English proficient students in grade 3.

Number of Students As Of:	DCPS Entry Date Calendar Year						
	1984*	1983	1982	1981	1980		
April 18, 1986		220	336	155	22	=	733 (41.37% of 1,772)
February 18, 1987	37	402	137	17	2	=	595 (29.48% of 2,018)
							-11.89

The total decrease for students in grade 3 who were classified as limited English proficient for more than three years was 11.89%.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

19.f 100% of limited English proficient students in grades K-6 who are classified as being ESOL proficiency Level I or II will participate in a program of Basic Skills in the Home Language, as of the school year 1986-87, subject to withdrawal by parents.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As of January 5, 1987, there were 11,799 ESOL Level I and II students in grades K-6. It is assumed that 100% of these students participated in the program of Basic Skills in the Home Language, as there were no reports of non-participation other than withdrawal by parents. Level of participation data in this program are not collected separately but drawn out of ESOL program membership reports.

	GRADES								
ESOL	K	1	2	3	4	5	6		
1	3,612	1,433	658	594	545	555	501	=	7,898
2	1,113	1,215	596	269	227	226	255	=	3,901
						Levels I and II		=	11,799

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

*Reflects January and February, 1984 entries.

OBJECTIVE NINETEEN (CONTINUED)

19.g The percentage of limited English proficient students in grades 2-6 who are classified as ESOL Level I for more than one year or as ESOL Level II for more than one year will decrease by 6% in 1986-87, by 5% in 1987-88, by 4% in 1988-89, by 3% in 1989-90, and by 2% in 1990-91.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Number of Students As Of:	ESOL Level I Semesters of ESOL Participation							
	1	2	3	4	5	6		Total
April 18, 1986	2,090	5	692	Data not available			=	2,787
February 18, 1987	916	1,516	68	482	4	92	=	3,078

	More than one year as ESOL Level I
April 18, 1986	692 students or 24.83% of 2,787
February 18, 1987	646 students or 20.99% of 3,078

The decrease students classified as ESOL Level I for more than one year was 3.84%.

ESOL LEVEL II - Procedures established for collecting ESOL Program membership and time-in-ESOL level do not provide the necessary information to determine the number of limited English proficient students in grades 2-6 who have been classified as ESOL Level II for more than one year. We recommend that due to the lack of reliable data, reference to ESOL Level II be deleted from this indicator.

OEA INDEPENDENT REVIEW

Moderate Progress: As of June 30, 1987, moderate progress had been made toward the completion of this indicator.

OBJECTIVE TWENTY

IMPROVE THE QUALITY OF SAFETY AND DRIVER EDUCATION COURSES, INCREASE THE LEVEL OF SAFETY AMONG STUDENT ENROLLEES AND PROVIDE OPPORTUNITIES FOR INCREASED ENROLLMENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The objective is being met. The indicator showing the greatest level of improvement was in the area of driving competencies and knowledge. In this area, a positive impact was made by providing 55 new vehicles and additional teaching aids and resources. There was greater opportunity for behind-the-wheel instruction coupled with a wider range of related instructional materials.

Student participation increased by 4%. This trend was also noted in the percentage of students earning operator waiver forms. There was a 22% increase from 1985-86 to 1986-87. The difference between the number of students obtaining operator licenses between 1985-86 and 1986-87 increased by 30%.

1986-87 INDICATORS OF ACCOMPLISHMENT

20.a The percentage of students enrolled in driver education programs will increase for each of the school years 1986-87 to 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Approximately 12,000 students were enrolled in driver education programs during the 1985-86 school year. For 1986-87, enrollment was 12,500, an increase of 4%.

20.b Students will develop a higher level of driving competencies, increased knowledge of traffic laws, and receive additional behind-the-wheel instruction in updated vehicles equipped with modern safety components and more cost-effective engines.

SELF-EVALUATION: Moderate Progress

Supporting Data:

During the 1986-87 school year, 55 new cost-effective vehicles were acquired and 49 less able vehicles were surveyed. This type replacement allowed for increased behind-the-wheel instruction for students.

Additional resources and teaching aids such as Florida Traffic Law Status, pamphlets, filmstrips, and Ford Motor Company video tapes were added to all driver education programs. These materials were helpful to teachers and contributed to the increase of students' knowledge and proficiency. Also, see supporting data referenced in Indicator 20.c.

OBJECTIVE TWENTY

20.c The number and percentage of students successfully completing the on-road test, on the first attempt, as a part of the Driver Education Licensing Assistance Program (DELAP), will increase for each of the school years 1986-87 to 1990-91.

SELF-EVALUATION: Little or No Progress

Supporting Data:

It was determined that the collection of data on this indicator is unrealistic and for that reason a self-evaluation of "little or no progress" is provided above. The information below is a better measure of student participation.

During the 1986-87 school year, there was in increase in student participation in the Driver Education program as follows:

	1985-86	1986-87	INCREASE
-Average school enrollment	500	520	4%
-Operator waiver forms earned	7,200	9,120	22%
-Operator licenses obtained	4,680	6,600	30%

It should be noted that the number of students obtaining an operator's license is also impacted by economic factors.

OBJECTIVE TWENTY-ONE

IMPROVE EDUCATION IN MIDDLE SCHOOLS (GRADES 6-8).

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Not Applicable

Summary of Accomplishment by Bureau/Office:

The data requested are not available because date of baseline for objective is 1986-87 which is to be compared to future data.

1986-87 INDICATORS OF ACCOMPLISHMENT

21.a The median achievement test scores of middle school students in reading and mathematics will improve by two percentile points each year from the baseline year through 1990-91.

SELF-EVALUATION: Not Applicable

Supporting Data:

Baseline year is 1986-87.

21.b The number of middle schools rated as "deficient" on the eighth grade State Student Assessment Test will decline each year so that by 1990-91 no middle schools will be in the deficient category.

SELF-EVALUATION: Not Applicable

Supporting Data:

Baseline year is 1986-87.

21.c The number of incidents of disruptive behavior in middle schools, as indicated by the Student Case Management System, will decrease each year beginning in 1987-88, using 1986-87 as the baseline year.

SELF-EVALUATION: Not Applicable

Supporting Data:

Baseline year is 1986-87.

OBJECTIVE TWENTY-TWO

UTILIZE THE MAGNET SCHOOL CONCEPT TO IMPROVE DISTRICT STUDENT RACIAL/ETHNIC REPRESENTATION; EXPAND CAREER AWARENESS, JOB PREPAREDNESS AND JOB PLACEMENT OPPORTUNITIES; AND PROVIDE ACADEMIC INTEREST-CENTERED LEARNING ENVIRONMENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Inner-City Marine Project is a magnet program which has attracted North Central and South Central students from 40 elementary, junior, and senior high schools during the school year. The summer program enrolls students from public and private schools throughout Dade County, but students are recruited predominantly from schools with at least a 60% minority population. Enrollment in summer programs has increased from 15 students in 1983-84 to 605 students in the 1986-87 summer season.

Curriculum development, community outreach programs, and an after-school rowing program have expanded. A new junior high marine skills course was designed and offered for the first time in 1986-87, which included extensive inservice training for the classroom teacher and enrolled more than 200 students in eight junior/middle schools.

Dade Partnerships increased to 40 during the 1986-87 school year and indicators reflect a continued growing interest for community groups to collaborate with the Inner-City Marine Project.

Career presentations at junior and senior high sites, as well as an employability skills workshop emphasized the opportunities and skills required in the marine science profession and maritime industry.

The overall Objective Twenty-Two, as applicable to the Inner-City Marine Project, was accomplished.

1986-87 INDICATORS OF ACCOMPLISHMENT

22.a Beginning with the 1985-86 school year, the total number of schools in which there is a positive racial ratio change of a minimum of 1%, thereby indicating movement toward a closer reflection of the current district racial ratios, will increase annually.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Four of the nine full-time magnet programs (not magnet schools) experienced a minimum of one percent gain toward approximately the current district racial ratio.

22.b The number of minority students completing a program at a magnet school who are placed in related jobs and/or enrolled in related higher education programs will increase by 25% per year over the 1986-87 baseline year until the total equals a minimum of 80% of the population of the magnet school.

SELF-EVALUATION: Not Applicable

Supporting Data:

At this time, the indicator does not apply. The MAST Academy has not been implemented and, therefore, the 1986-87 baseline data are not available.

OBJECTIVE TWENTY-TWO (CONTINUED)

22.c Annual increase in the number of students placed in marine-related jobs.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The Inner-City Marine Project provides marine job-oriented programs during summer sessions only and the student enrollment/placement data are reflected below:

	83-84	84-85	85-86	86-87
Internship	10	28	42	49
Marine Jobs	5	13	30	35

22.d The number of minority participants in academic interest-centered community outreach educational an extracurricular activities will increase by a minimum of 15% per year over the 1985-86 baseline year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

	1985-86	1986-87	%
Field Trips	270	1,077	299+
4-H Memberships	814	1,193	46+
Employability Skills Workshop	40	87	118+
Rowing - Elementary	114	75	34-
Senior	N/A	27	
Speakers Bureau	N/A	70	
Career Presentation	N/A	150	
	1,238	2,679	116+

22.e The number of minority participants in academic interest-centered summer programs will increase by a minimum of 20% per year over the 1985-86 baseline year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Program	85-86	86-87
Internship	42	49
Marine Jobs	30	35
Underwater Exploration	36	58
Water Sports & Safety	181	174*
OCEANS	N/A	289
Totals:	289	605

* 85-86 Program was one semester credit, 86-87 Program was an annual credit.

BUREAU OF SCHOOL OPERATIONS

SECTION C

BUREAU OF SCHOOL OPERATIONS

OBJECTIVE ONE

THE GREATER MIAMI ATHLETIC CONFERENCE (GMAC) WILL DECREASE THE NUMBER OF INCIDENTS OF MISCONDUCT AT ATHLETIC EVENTS FOR EACH OF THE SCHOOL YEARS 1986-87 TO 1987-88.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Objective accomplished relative to 1986-87 indicator. Data compiled for the 1987-88 school year will be analyzed at the end of the 1987-88 school year.

OEA INDEPENDENT REVIEW

Little or No Progress Relative to 1986-87 Indicator: Review of misconduct records indicated that a total of 68 rather than 40 incidents of misconduct occurred at athletic events during 1986-87.

1986-87 INDICATOR OF ACCOMPLISHMENT

At the end of each year, Unsportsmanlike Conduct forms and Stadium Reports will be collected, compiled, and evaluated. The number and nature of reports will be analyzed and compared for decreases of incidents of misconduct.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Data compiled from Dade County Public Schools - Game Conduct Reports for the 1986-87 school year. Incidents of misconduct decreased from 60 incidents in the 1985-86 school year to 40 incidents in the 1986-87 school year.

OEA INDEPENDENT REVIEW

Little or No Progress: Compared to 1985-86, there were eight more incidents, or a 13 percent increase in the number of reported incidents of misconduct during 1986-87.

The initial count of 40 incidents provided by GMAC did not include Stadium Reports nor all of the Red Care Reports filed during 1986-87. Subsequent to meeting with OEA staff seeking to obtain information concerning the validity of the reported self-evaluation, GMAC provided a revised incident report which raised the incidence rate above those initially reported. However, since all Stadium Reports were still not included in this revised report, the frequency of incidents still did not concur with the rate determined by the OEA independent review.

Incidents of Misconduct at DCPS Athletic Events

	Incidents of Misconduct		
Type of Report	1984-85	1985-86	1986-87
Red Card Report	47	41	38
Stadium Report	10	8	17
UCRC	10	11	11
Miscellaneous	--	--	2
Total	67	60	68

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OEA INDEPENDENT REVIEW (continued)

The following definitions were used in the preparation of this independent review.

1. Red Card Reports - Required of all game officials for misconduct on the part of athletes only. Enforcement is by the GMAC.

2. Unsportsmanlike Conduct Reports on Coaches (UCRC) - Forms used for all sports in which game officials are employed. Flagrant unsportsmanlike conduct on the part of athletes, coaches, spectators, and other athletic personnel are reported by game officials to the GMAC. Enforcement is by the Department of School Athletics and Activities and the GMAC.

3. Stadium Reports - Used for football games only. Post-game reports are required of police, stadium managers, and principals of participating schools. Reports are collected and compiled by the Department of School Athletics and Activities.

Note: Since this particular objective refers to "athletic events" in a general sense, thought should be given to monitoring spectator behavior at events other than football games. At present, Stadium Reports cover spectator behavior at football stadiums only.

BUREAU OF SCHOOL OPERATIONS - NORTH AREA OFFICE

OBJECTIVE ONE

THE NORTH AREA STAFF WILL ASSIST PRINCIPALS IN THE DEVELOPMENT AND IMPLEMENTATION OF ACTIVITIES DESIGNED TO MAXIMIZE THE EFFECTIVENESS OF DEPARTMENT AND GRADE-LEVEL CHAIRPERSONS IN THE IMPROVEMENT OF THE INSTRUCTIONAL PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Although numerous and varied inservice activities were completed as planned, a major strategy involving a follow-up survey was not conducted. This will be carried over into the 1987-88 area plan.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a Inservice workshops will be conducted as outlined in the annual plan.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Inservice programs were conducted by the four area coordinators, members of the Intergroup Relations Team, and area curriculum support personnel (TSA's). A budget enhancement request to provide several area wide department chairpersons meetings was submitted and not approved for funding. All other planned activities not dependent on this funding were completed.

The following are examples of inservice programs which were conducted:

1. Writing enhancement
2. Global education
3. Critical thinking skills
4. Science inquiry methods

1.b A follow-up survey will be conducted to determine the status of previously identified issues relative to the effective utilization of department chairpersons.

SELF-EVALUATION: Little or No Progress

Supporting Data:

An area wide inservice planned to generate data for this survey for all department chairpersons was not conducted due to a lack of funding.

This objective has been included within the 1987-88 area plan utilizing an alternative delivery method which will not require a funding source.

BUREAU OF SCHOOL OPERATIONS - NORTH AREA OFFICE

OBJECTIVE TWO

THE NORTH AREA OFFICE STAFF WILL ASSIST SCHOOL-SITE ADMINISTRATORS IN DEVELOPING STRATEGIES TO ENHANCE THE INSTRUCTIONAL PROGRAM OFFERED IN THE MIDDLE GRADES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Norland and Parkway are presently operating as bona-fide middle schools. Carol City will utilize this philosophy and organizational pattern commencing with the 1987-88 school year. Several other schools are in the process of transition.

Team teaching, Teachers as Advisors, Teacher Certification for Middle School Teachers, and Enhancing the Middle School were all inservice programs provided to junior and middle school principals in the North Area.

In addition to the inservice programs offered, North Area administrators, principals and teachers from other areas visited Norland Middle School in order to observe the successful operation of a sixth through eighth grade configuration operating under a middle school philosophy. Norland Middle School has been recognized by the United States Department of Education as a School of Excellence.

OEA INDEPENDENT REVIEW

Objective Accomplished: The objective was accomplished as indicated by the self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a Inservice programs will be provided to selected school staffs housing middle grades including, but not limited to, Carol City, Lake Stevens, and Palm Springs junior high schools.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The following inservice programs relative to Middle School education were held in the North Area:

1. Certification of teachers
2. Philosophy of Middle School Education
3. Teachers As Advisors Program
4. Teaming as a concept

In addition to these activities, selected North Area principals attended the State Middle School Conference and attended a local inservice program conducted by John Spindler, Middle School Principal, Gainesville, Florida. A two-day retreat for all staff at Carol City Junior High was sponsored by the University of Miami Desegregation Center to assist administrators and teachers in the transition of Carol City from a junior high to a middle school.

OEA INDEPENDENT REVIEW

Indicator Accomplished: Although participation of one school listed in the objective (Palm Springs Junior) could not be documented from the TEC records, this indicator was accomplished as indicated by the self-evaluation.

OBJECTIVE TWO (CONTINUED)

2.b Middle school programs encompassing grades 6, 7, and 8 will be established at Parkway Junior High School.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Parkway Middle School operated during the 1986-87 school year under a middle school philosophy and organization: Teaming, Teacher As Advisor Program, interdisciplinary teaching, and other aspects of effective education were utilized.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

2.c Inservice programs leading to middle school certification will be offered.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Inservice certification programs conducted by the TEC were held at selected school sites for all North Area schools. Nineteen courses were provided to teachers with a total of 159 successfully completing the program. Courses included Composition in the Middle School, Psychology of the Middle School, Crises Intervention, Interdisciplinary Approach to Education, Management of Student Conduct, Reading in the Middle School, Composition, and Psychology of the Middle School Student.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

2.d Program review will be conducted at Norland Middle School during the 1987-88 school year.

SELF-EVALUATION: Not Applicable

Supporting Data:

A program review will have to be conducted during the 1987-88 school year by the Office of School-Based Management in order to complete the stated objective.

OEA INDEPENDENT REVIEW

Not Applicable

BUREAU OF SCHOOL OPERATIONS - NORTH AREA OFFICE

OBJECTIVE THREE

THE NORTH AREA STAFF WILL ASSIST SCHOOL-SITE ADMINISTRATORS IN DEVELOPING A MARKETING PROGRAM SPECIFICALLY DEVELOPED FOR THEIR INDIVIDUAL SCHOOLS AND FEEDER PATTERNS IN ORDER TO ENHANCE THE COMMUNITY'S IMAGE OF PUBLIC EDUCATION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

All North Area schools were involved in increased participation in area or district sponsored contests, programs, and competition. Likewise, all schools have contributed to the development of marketing programs specifically designed to enhance the community's perception of public education.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a In cooperation with the Citizens' Advisory Committee, the North Area will assist in the organization and presentation of a comprehensive inservice program focusing on effective ways and channels for disseminating information relative to school life.

SELF-EVALUATION: Little or No Progress

Supporting Data:

The Citizens' Advisory Committee was unable to secure the grant money necessary to achieve this objective.

3.b Feeder pattern public relations campaigns will be developed, including the production of a media presentation.

SELF-EVALUATION: Considerable Progress

Supporting Data:

All schools participated in feeder pattern efforts to produce a variety of materials designed to acquaint staff and the local community with programs offered in North Area schools through media presentations. All feeder patterns will complete this objective by the conclusion of the 1987-88 school year.

3.c Overt efforts will be made to identify and publicize the businesses actively involved in North Area schools.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The number of Dade Partnerships has significantly increased in North Area schools. Participation in the district activities honoring Dade Partners has also increased. The North Area Office staff participated in school and community activities sponsored by the North Dade Chamber of Commerce.

Schools publicized their partnerships with businesses through various publications including their annual report which is disseminated to all school patrons and the community. Posters, parent newsletters, and PTA meetings are all utilized by school staff to honor the businesses which are affiliated with their school.

OBJECTIVE THREE (CONTINUED)

3.d Student presentations featuring art, music, physical education and other skills will continue to be showcased in various locales.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Art shows, physical education demonstrations, and musical presentations involving North Area students were held at the following malls: Westland, 163rd Street, Aventura, California Club, Skylake, Loehman's Plaza, and various other community locales.

3.e Student participation in contests, programs, and competition will be increased.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

North Area social studies and science bowls were organized and scheduled for the first time. Curriculum coordinators and area TSA's disseminated appropriate information and technical assistance to department heads to ensure maximum participation. Principals were encouraged through area meetings to increase their school's level of participation in all contests, programs, and competitions.

OBJECTIVE FOUR

THE NORTH AREA STAFF WILL ASSIST SCHOOL-SITE ADMINISTRATORS AND DEPARTMENT HEADS IN EVALUATING AND IMPROVING THE INSTRUCTIONAL PROGRAM IN GRADES K-12 IN THE AREAS OF SCIENCE AND SOCIAL STUDIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The program analysis instrument has been developed and field-tested as planned.

Although the remaining indicators relate to the 1987-88 objectives, various additional strategies have been utilized within area resources to accomplish this goal.

The activities accomplished include the following:

1. Three junior/middle schools were provided with assistance to organize and establish their first school-site social studies fair.
2. The Florida Knowledge Bowl was initiated by the North Area Elementary Schools with 38 schools participating in preliminary and final competition.
3. An effective working relationship was established with the Museum of South Florida and our elementary schools. The museum provided schools with reading materials, guest speakers and judges for the Florida Knowledge Bowl.
4. An area newsletter - "The Northern Stars" - was published in two editions in an effort to help market North Area schools by publicizing social studies related success stories. Students' and teachers' awards were featured.
5. A Textbook Fair was organized at the North Area Public Library to view and discuss newly adopted social studies materials K-6. All the elementary schools were invited.
6. Additional reading and class activity materials were developed to enhance K-4 curriculum in social studies.
7. An inventory was completed for each elementary school to determine the needs for updated maps and globes.
8. Established elementary school feeder patterns and North Area championship science bowls.
9. Prepared and presented staff science inservice for 23 elementary schools.
10. Established a means of addressing low residual scores in selected North Area schools; implemented a plan of action based on program evaluations.
11. Assisted schools in the identification of hazardous chemicals and disposed of them according to guidelines.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a Elementary and secondary program analysis instruments for science and social studies will be field-tested and finalized by January 15, 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The program analysis instrument was developed by the curriculum coordinators and appropriately field-tested at Miami Lakes Junior High and Madie Ives Elementary schools.

OBJECTIVE FOUR (COTNINUED)

4.b Copies of completed program analysis reports for science and social studies will be on file in the North Area Office during the 1987-88 school year.

SELF-EVALUATION: Not Applicable

Supporting Data:

Various schools have been selected as program analysis sites for the 1987-88 school year.

4.c Inservice programs will be planned and implemented to correct instructional deficits identified in the program analysis results.

SELF-EVALUATION: Not Applicable

Supporting Data:

Will occur following the program analysis scheduled for 1987-88 school year.

4.d Selected follow-up departmental reviews will be conducted during the 1987-88 school year to ascertain efficacy of corrective actions taken at the school level.

SELF-EVALUATION: Not Applicable

Supporting Data:

Not Applicable

BUREAU OF SCHOOL OPERATIONS - NORTH AREA OFFICE

OBJECTIVE FIVE

THE NORTH AREA STAFF WILL ASSIST SCHOOL-SITE ADMINISTRATORS IN DEVELOPING AN ARTICULATION PROGRAM WHICH WILL PROVIDE CONTINUITY IN INSTRUCTION FROM ELEMENTARY TO JUNIOR/MIDDLE, TO SENIOR HIGH SCHOOL.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Workshops relating to specific articulation issues were conducted with the Miami Carol City, North Miami Beach, North Miami, and the Hialeah-Miami Lakes feeder pattern schools. Issues addressed included, but were not limited to, the planning of an articulated computer program, development of a common marketing plan, and the planning of interschool visitation programs for students, teachers, and parents.

A specific exceptional student education articulation workshop was conducted at Carol City Junior High School. In addition, science and social studies chairpersons from all secondary schools, intermediate chairpersons, and a 6th grade teacher participated in a workshop on minimum objectives in science and social studies.

Special emphasis was directed at newly identified middle schools and the feeder elementary schools to facilitate a smooth transition for students leaving an elementary school and entering into 6th grade at a middle school. A similar effort was provided those students entering the senior high schools.

A total of 22 schools and feeder pattern workshops were scheduled and 35 feeder pattern meetings convened by individual feeder patterns. Minutes of the feeder pattern meetings are on file in the individual schools and the office of the Intergroup Relations Team. Evaluations of the workshops are also available in the office of the Intergroup Relations Team.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a A list of concerns/problems generated by each leadership team will be on file.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Concerns and problems of each feeder pattern were expressed at the monthly meetings of the Principals/Assistant Principals Feeder Pattern Advisory Committee. Minutes are on file in the office of feeder pattern chairpersons.

5.b Actions taken to correct identified problems will be delineated, i.e., policy; procedure/curriculum changes; dates and kinds of workshops provided; schedules of school visitations.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Articulation programs specifically designed to address concerns expressed by parents for students moving into a middle school configuration were scheduled and implemented. Traffic patterns, student safety, and student programs were discussed with parents at middle school articulation meetings. Workshops were developed and implemented by schools adopting a middle school program to sensitize teachers to the educational and social needs of incoming 6th grade students.

The North Miami feeder pattern developed a workshop to address the issues created by a community changing both ethnically and economically.

OBJECTIVE FIVE (CONTINUED)

5.c A written evaluation to determine the degree to which problems have been overcome will be administered to each leadership team.

SELF-EVALUATION: Considerable Progress

Supporting Data:

The evaluation of workshops was conducted at the conclusion of each work session. The impact of the workshop will be determined by individual schools as students adjust to the new grades and/or schools to which they are assigned.

OBJECTIVE ONE

THE NORTH CENTRAL AREA WILL IMPROVE STUDENTS' ACHIEVEMENT THROUGH UPGRADING THE CURRICULUM, PERSONNEL, ADMINISTRATIVE SERVICES, STUDENT SERVICES, AND FACILITIES AT INNER-CITY SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Concerns relative to the total school operation of each assigned school were discussed with the Area Superintendent at monthly staff meetings, and other conferences as needed. Directors visited their schools and reviewed the progress of principals' plans for improving student achievement. The utilization of North Central Area Secondary Subject Coordinators maintained a close vigil on class size and appropriate placement and instruction of students. Elementary schools were monitored by Directors and the PREP Specialist. Principals were required to provide or arrange for inservice to teachers for curriculum updates. Test scores were analyzed at the Area and teams were formed to visit and assist schools on deficiency status.

Agendas of North Central Area Principals' Meetings for 1986-87 reflect sessions for principals on contract management and the implementation of TADS in a positive manner. Monthly Area meetings were held for principals to assist them in dealing with teachers rated as unacceptable. This involved using the Employee Assistance Program as a resource in many cases. Area Intergroup Relations Specialists serviced schools where faculty/administrative relationships needed improvement.

The Area Directors acted as liaisons to principals for all administrative services. Budget, personnel, business, services, and implementation of the Pupil Progression Plan matters were expedited for principals throughout the Area. Student Services Plans from each school were monitored by the Area Director in concert with district level student services personnel. A multi-year review of all North Central Area secondary student services programs is in progress.

Facilities at inner-city schools were upgraded through aggressive leadership by the Area Business Services Director. Direct support to principals was reflected in the implementation of many improvements approved by the District Improvement Committee. School custodial staffs, under the direction of the principal, showed marked improvement in care of buildings and grounds. The message from the Area Superintendent throughout the year had a significantly positive effect on the improvement of the appearances of schools and grounds.

As a possible and indirect result of the above mentioned efforts, nine fewer elementary schools were on deficiency status as a result of SSAT Part I testing during 1986-87 compared to 1985-86.

OEA INDEPENDENT REVIEW

Considerable Progress Relative to 1986-87 Indicators: Considerable progress was made toward the completion of this objective as indicated in the self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a Student SSAT-I scores will improve when 1986-87 is compared to 1985-86.

SELF-EVALUATION: Considerable Progress

Supporting Data:

SSAT Part I refers to testing of grades 3, 5, and 8. During 1985-86, there were 23 elementary schools on deficiency status as compared with 14 schools so identified in 1986-87. This improvement at the elementary level is attributed to:

- School analysis of previous test scores followed by rigorous planning and implementing corrective remediation plans.
- Faculty inservice to improve teaching strategies.
- Involvement of parents in the learning process.

OBJECTIVE ONE (CONTINUED)

Supporting Data: (continued)

Despite overall increases in grade 8 SSAT scores, only two middle/junior high schools were not deficient. Extensive efforts by the schools, with area and district curriculum support, will continue during 1987-88. In particular, needs of the expanding ESOL populations will be addressed to ensure that appropriate placement and instruction are provided to all students.

OEA INDEPENDENT REVIEW

Considerable Progress: Review indicated a decrease in the number of elementary schools on deficiency status in 1986-87 (14 schools) compared to 1985-86 (23 schools). Although scores improved for 8th graders, the number of deficient schools remained the same from 1985-86 to 1986-87. SSAT I scores at 9 of 11 junior/middle schools remained deficient. Considerable progress was made toward the completion of this indicator as indicated in the self-evaluation.

1.b North Central Area inner-city schools will demonstrate greater stability of faculty when 1986-87 is compared to 1985-86.

SELF-EVALUATION: Little or No Progress

Supporting Data:

The pattern continues of loss of new or recently hired White teachers assigned to the North Central Area. They transfer out as soon as they are able to do so.

OEA INDEPENDENT REVIEW

Little or No Progress: Little or no progress was made toward the completion of this indicator as indicated in the self-evaluation.

1.c Job-related teacher grievances will decrease when 1986-87 is compared to 1985-86.

SELF-EVALUATION: Little or No Progress

Supporting Data:

During 1986-87, there were more Level II grievances heard at the Area than during 1985-86. Most of these grievances were then moved to the district for Level III hearings.

OEA INDEPENDENT REVIEW

Little or No Progress: Little or no progress was made toward the completion of this indicator as indicated in the self-evaluation.

OBJECTIVE ONE (CONTINUED)

1.d Facilities maintenance is improved when 1986-87 is compared to 1985-86.

SELF-EVALUATION: Considerable Progress

Supporting Data:

During 1986-87, each North Central Area principal worked with a fellow principal in a collegial Building Inspection Team relationship. Recommendations for improvements were made by team members. Assistance was provided to schools through a mandatory inservice for North Central Area head custodians. The Area Superintendent identified schools for priority attention. Capital improvement expenditures were requested from CIF to implement needed changes. Area Directors closely monitored the appearance of their assigned schools.

OEA INDEPENDENT REVIEW

Considerable Progress: Considerable progress was made toward the completion of this indicator as indicated in the self-evaluation. The number of North Central Area schools identified as high priority schools requiring maintenance and physical plant improvements decreased from 18 in 1985-86 to 9 in 1986-87. In 1987-88, the number of schools requiring building inspection visits increased to 12 schools. This increase was due to using additional criteria to identify schools needing improvement. These additional criteria included classroom neatness, grounds enhancements, appropriate furniture, maintenance upkeep, and capital improvement needs.

1.e Identified North Central Area schools will conduct a self-assessment to determine school-level priorities, prior to March 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

As directed by the Area Superintendent in a memorandum to principals, schools conducted a self-assessment to determine school level priorities. This was an outgrowth of mid-year performance conferences when target objectives of principals were reevaluated.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated in the self-evaluation.

OBJECTIVE TWO

ALL NORTH CENTRAL AREA SCHOOL FACILITIES AND GROUNDS WILL BE MAINTAINED IN A SATISFACTORY MANNER.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

This objective was achieved in a highly successful manner. North Central Area principals were informed at the August 1986 Principals' Meeting, and regularly thereafter at each Principals' Meeting of the concern by the Area to provide a safe, clean, and attractive learning environment for students and teachers.

To this end, an Area Beautification Committee was selected by the Area Superintendent and Directors for the purpose of selecting the winning school each month. An on-site visit each month to the three schools nominated was made by a member of the Area Beautification Committee, a representative from Plant Operations, and the head custodian from the previous winning school. A school may win the award only once each school year.

The City of Hialeah endorsed this project to the extent of holding a Breakfast Meeting on December 2, 1986, at the Sheraton Hotel, where a plaque was donated by the City to Flamingo Elementary School. A trophy was donated by Michaelson's Trophy World, another Dade Partner that supported this project throughout 1986-87.

In addition to basic upgrading of schools, such as floor repairs, woodwork repairs, and hallway lighting repairs, several schools undertook massive beautification projects, such as at Brownsville Junior High, Miami Jackson Senior High, Westview Elementary School, and Miami Central Senior High School.

The Area provided a mandatory inservice workshop for all North Central Area head custodians on December 15, 1986. The Area Superintendent addressed the group, stating the high expectations she had for the appearance of all North Central Area schools and grounds. Mr. Neil Shaw, Coordinator from Plant Operations, presented information to the custodians to help improve their work schedules and procedures. The Area Director of Business Services conducted a question and answer session to ensure understanding and implementation of the material presented.

Area Directors continued to assist principals in monitoring day-to-day building appearance and offering recommendations for improvement, when appropriate.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a All North Central Area schools will receive satisfactory ratings when audited by the North Central Area Building Inspection Team.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

North Central Area principals maintained school facilities and grounds in a satisfactory manner when judged by Area Building Inspection Teams. The teams were comprised of a building principal or designee, his/her head custodian, and another appropriate person, such as the Safety Committee Chairperson. Each school arranged to visit one other school, utilizing the Area Custodial Evaluation Analysis Sheet. This rating sheet was discussed in an exit review conference with the home school principal and his/her head custodian.

OBJECTIVE TWO (CONTINUED)

2.b There will be a reduction in Safety to Life citations of North Central Area schools.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Figures compiled by the Department of Safety indicate that, Safety to Life citations in North Central Area schools increased from 1,227 in 1985-86 to 1,951 in 1986-87. The additional 724 citations filed during 1986-87 constitute a 59 percent increase over the previous year. A sampling of one feeder pattern however, indicated a 35% reduction in citations.

Principals were required to respond in writing to their Area Directors of corrective action taken for each citation.

School Safety Committees were seen to be more active than in past years, thereby emphasizing preventive actions by the schools.

OBJECTIVE THREE

THE NORTH CENTRAL AREA WILL INCREASE THE NUMBER OF STUDENTS ENROLLED IN SENIOR HIGH LEVEL SPEECH AND DEBATE COURSES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

North Central Area Middle/Junior High School Principals were encouraged by the Area Superintendent to strengthen speech activities for students during 1986-87. To this end, a memorandum of December 1, 1986 reminded principals that the purposes were:

1. To provide students with opportunities for growth in self-confidence.
2. To encourage the development of expression of thoughts and feelings, making expression more understandable, effective, and facile.
3. To provide an incentive for students to enroll in senior high speech and debate classes.

An Area Speech Extravaganza was planned for the spring of 1987, and took place on May 20, 1987 at Miami Springs Middle School. This school had conducted a very successful school extravaganza in May 1987. Guidelines for the event stated that there would be five categories in which students may perform: Impromptu Speaking, Oral Interpretation, Dramatic Interpretation, Oratory, and Mini-Debate.

An explanatory memorandum was sent to each Language Arts Department Chairperson on January 6, 1987. A brief description of each speech category and a sample of the Judge's Ballot were attached to help teachers prepare for the competition.

An all-day inservice workshop was held at the Area on March 20, 1987 to present new and innovative teaching strategies in speech, as well as present basic terminology and rules for debate. The Teacher Education Center (TEC) provided substitute funds for one teacher from each of the Area's eleven middle/junior high schools.

The Area Speech Extravaganza was held as scheduled. Eight of the eleven Area middle/junior high schools participated in the event. It was a most successful event due to the cooperative efforts of Area and Miami Springs Middle School personnel. In addition to hosting the event, Miami Springs Middle school provided lunch for the visiting students and teachers and also provided classes to observe the competition each period in the school auditorium.

This area objective had sparked great enthusiasm from our schools to promote an improved quality of speech among our students. The monthly Feeder Pattern Curriculum Council Meetings adopted this as a K-12 need, and participation at the elementary level in area and district oratorical contests increased accordingly.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a By Fall of 1988, 120 students at the junior high level will have the prerequisite skills for a senior high level speech and debate course.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During the 1986-87 school year, all North Central Area middle and junior high schools provided speech and debate activities through speech classes, units of Language Arts, or through Speech Club activities. These classes or clubs provided the prerequisites for senior high level speech and debate courses. Involvement of 116 students during 1985-86 increased to 255 students during 1986-87.

OBJECTIVE THREE (CONTINUED)

3.b By 1989, the number of students enrolled in senior high level speech and debate courses will have increased.

SELF-EVALUATION: Not Applicable

Supporting Data:

Based upon the number of students enrolled in middle/junior high school speech classes and/or clubs during 1987-88, the number of students enrolled in senior high speech and debate courses for 1988-89 will increase significantly since the onset of this multi-year objective. Baseline data are provided below.

BASELINE DATA

SENIOR HIGH SPEECH AND DEBATE COURSES

Student Enrollment	1986-87	1987-88	% Change
Speech Courses	12	115	+858
Debate Courses	68	82	+ 21

BUREAU OF SCHOOL OPERATIONS - NORTH CENTRAL AREA OFFICE

OBJECTIVE FOUR

THE NORTH CENTRAL AREA WILL ASSESS THE SECONDARY LEVEL STUDENT SERVICES PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

North Central Area secondary principals were advised during the first principals' meeting of 1986-87 that their Student Services Department plays a paramount role in projecting the philosophy and image of their schools. All secondary principals were encouraged to ensure that their student services personnel were making a positive contribution, as evidenced by:

- An atmosphere of harmony throughout the school
- Positive student behavior that reflects respect for teachers and peers
- The belief of students that a counselor is an advocate who will help deal with problems as they arise.
- Appreciation by faculty that referrals to student services get positive results.
- Frequent interaction of counselors with students, teachers, parents, administrators, and community agencies.

Each of the six schools selected for review during 1986-87 were directed to conduct a self-assessment of student services, using the Area Review Team Manual. A four-member Area Review Team, comprised of a secondary assistant principal, a secondary counselor, a member of the Area ESE Department, and an Area secondary subject coordinator would visit the school prior to May 15, 1987.

Selected schools received a memorandum from the Area Superintendent advising the principal of the procedures that would be followed. Selected team leaders met for an inservice session at the Area to prepare for leadership responsibilities in this area endeavor.

- The team leader met with the principal or designee and the school's guidance chairperson.
- The Area manual was discussed and copies provided for the school to do a self-assessment.
- A mutually agreed upon date was established for the area team to conduct the review.
- The team leader discussed the results of the review with the principal at an exit conference, for any needed clarification of findings.
- The team leader provided the principal and the area with a written summary of the review.
- The Review Report included all overall assessment of the Student Services Department, commendations, and recommendations for improvement.

Recommendations for improvement were included in the School Improvement Plan, 1987-88 and in the Student Services Plan, 1987-88.

Participation in this multi-year evaluation of North Central Area secondary school Student Services programs appears to give evidence of improved articulation between counselors and teachers, greater utilization of community agencies, more frequent parental contacts, and improved use of SCM data by all school personnel.

OBJECTIVE FOUR (CONTINUED)

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a By June 1988, all North Central Area secondary schools will have had a student services review by the Area Office within the prior 3 years.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During 1985-86, five North Central Area secondary schools were reviewed by area teams to assess the implementation and quality of their Student Services Departments. During 1986-87, the following six North Central Area secondary schools were reviewed: Allapattah Middle, Brownsville Junior, Charles Drew Middle, Henry Filer Junior, Miami Edison Senior, and Miami Northwestern Senior. The remaining six Area secondary schools will be reviewed during 1987-88, thereby meeting the target time line.

4.b By June 1988, all North Central Area secondary schools will have developed and started implementation of appropriate student services improvement plans.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All North Central Area secondary schools reviewed by the Area team have developed and started implementing appropriate Student Services Improvement Plans. By June 1988, all North Central Area secondary schools will have been reviewed for the purpose of developing and implementing improvement plans.

OBJECTIVE FIVE

EXPAND NORTH CENTRAL AREA GIFTED CENTER PROGRAM, K-9.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Enrollment in North Central Area Gifted Centers increased from 1985-86 to 1986-87. The North Central Area ESE Department utilized computer printout data to inform schools of their enrollment in Gifted Centers, and gave priority assistance in testing cases for gifted enrollment. An additional North Central Area Gifted Center, K-1, opened at Miami Shores Elementary with 73 students for 1986-87.

The North Central Area ESE Department and school personnel increased the number of minority students in gifted programs in accordance with district goals. A new Gifted Program, grades K-1, was designed and implemented during 1986-87. In addition, the remainder of North Central Area's minority gifted population increased by over 50%. Psychological services in the North Central Area, in terms of monthly evaluations of students, increased over 87% from 1985-86.

The efforts of the North Central Area ESE Department was highly successful in attending to the needs of gifted students who had not been identified prior to 1986-87.

1986-87 INDICATOR OF ACCOMPLISHMENT

Enrollment in North Central Area Gifted Centers will increase annually from 1986-87 to 1989-90.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The North Central Area Superintendent informed principals that greater efforts must be made during 1986-87 to expand enrollment in Area Gifted Centers. An aggressive posture of the Area ESE Department provided monthly data to each principal reflecting the number of cases acted upon by the school to increase gifted enrollment in area centers. Area Directors monitored assigned schools using data provided by the ESE Director.

The following enrollment data indicate a 66 percent increase in the number of students enrolled in Gifted Centers from 1985-86 to 1986-87.

GIFTED CENTER ENROLLMENT

Grade	1985-86	1986-87	% Change
K-1	-0-	73	+100
1-3	51	104	+104
4-5	129	184	+ 43
6	72	80	+ 11
7-9	41	46	+ 12
TOTAL	293	487	+ 66

BUREAU OF SCHOOL OPERATIONS - SOUTH CENTRAL AREA OFFICE

OBJECTIVE ONE

THE SOUTH CENTRAL AREA, IN CONJUNCTION WITH SCHOOL-SITE ADMINISTRATORS, WILL CONTINUE TO EXPAND OPPORTUNITIES FOR STUDENTS AT ALL LEVELS TO ACQUIRE AND DEMONSTRATE EXCELLENCE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

There was a great increase in the number of students enrolled in gifted programs - an increase of 185 or 145% at the junior high school level and 119 or 38% at the elementary school level. Additional Academic Excellence Programs were implemented at Kensington Park and Stirrup Elementary Schools. Additional team programs were implemented at Sylvania Heights, Sweetwater, Douglas, and Dunbar elementary schools.

Although baseline test data required for indicators 1.a and 1.d will be established with 1986-87 data, these data were not available for this status report. Therefore, since availability of test data will lag one year behind, monitoring the progress of these indicators will also lag behind the current school year.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a The percentage of students scoring above the 50th percentile on the Stanford Achievement Test in the basic skills areas of reading comprehension, language, mathematics concepts, and mathematics application will increase for each of the school years 1986-87 through 1990-91.

SELF-EVALUATION: Considerable Progress

Supporting Data:

1986-87 Stanford Achievement Test scores need to be analyzed at the district level. Request for this has been forwarded. Therefore, no assessment of this objective can be made at this time.

OEA NOTE: Data were made available to the Area Office but no statistical analysis was performed, as of November, 1987. The Area Office based their self-evaluation on a non-statistical inspection of the data.

1.b The student enrollment and number of courses to be offered in the Gifted, Academic Excellence, Advanced Placement, and Junior High Honors programs will increase in elementary and secondary schools.

SELF-EVALUATION: Moderate Progress

Supporting Data:

There was a great increase in the number of students enrolled in gifted programs, an increase of 185 or 145% at the junior high level and 119 or 38% at the elementary level. Home school programs were initiated at Rockway and Emerson elementary schools and at twelve junior high schools. There was an increase in the number of advanced placement courses offered but we did not achieve our goal for increasing the number of students enrolled in these classes. The number of honors courses offered to junior high school students increased by 13 courses and those offered to senior high students increased by 12 courses from 1985-86 to 1986-87. Academic Excellence Programs were added at Kensington Park and Stirrup elementary schools. TEAM programs were added at Sylvania Heights, Sweetwater, Douglas, and Dunbar elementary schools.

1.c The number of minority students in the gifted, Academic Excellence, Advanced Placement, and Junior High Honors programs will increase in elementary and secondary schools.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Of 408 students enrolled in gifted programs during the 1986-87 school year, 329 (81%) were minority students.

OBJECTIVE ONE (CONTINUED)

1.d Students will perform at a level equal to or higher than the average performance of the State on the Standards of Excellence Assessment Test (when administered) at grades 3, 5, 8, and 12.

SELF-EVALUATION: Not Applicable

Supporting Data:

Data on student performance on Standards of Excellence Assessment Test has not been collected by the District.

No calendar has been established as yet for this purpose.

BUREAU OF SCHOOL OPERATIONS - SOUTH CENTRAL AREA OFFICE

OBJECTIVE TWO

THE SOUTH CENTRAL AREA WILL INCREASE THE NUMBER OF MINORITY STUDENTS ELIGIBLE TO PARTICIPATE IN PROGRAMS FOR THE GIFTED.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Of 408 students enrolled in gifted programs during the 1986-87 school year, 329 (81%) were minority students. A 168 percent increase was also seen in the number of miniority students qualifying for the Gifted Program.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a The number of minority students from the South Central Area who qualify for entrance into gifted programs in September of 1987 and 1988 will increase over the prior year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Of 408 students enrolled in gifted programs during the 1986-87 school year, 329 (81%) were minority students. Data below indicate a significant increase in the number of minority students qualifying for a Gifted Program from 1985-86 to 1986-87.

Minority Students Qualifying for Gifted Program

	1985-86	1986-87	% Change
Elementary	174	537	+209%
Junior High	116	241	+108%
TOTAL	290	778	+168%

2.b By September 1987, at least ten percent of the students completing one year in a pilot program will qualify for the Gifted Program.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Ten out of 148 or 6.8% of the students participating in a pilot program qualified for the Gifted Program.

2.c By September 1988, at least twenty percent of minority students completing two years in the pilot program will qualify for the gifted programs.

SELF-EVALUATION: Not Applicable

Supporting Data:

Applies to September 1988 enrollments.

OBJECTIVE THREE

THE SOUTH CENTRAL AREA WILL DECREASE THE DROPOUT RATE OF ALL STUDENTS WITH EMPHASIS ON MINORITIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Each school in the South Central Area developed and filed in the area office a comprehensive plan for dropout prevention. The objective was included in each principal's performance planning and appraisal document. A 0.6 percent decline in the drop-out rate from 1984-85 to 1985-86 was seen for senior high students.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a The dropout rate will decrease for each of the school years 1986-87 through 1990-91.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Data for 1986-87 are not available. The following is provided for comparative purposes.

Based on the data below, there was a decline in the drop-out rate for senior high students from 1984-85 to 1985-86.

SENIOR HIGH DROP-OUT RATES*

	1984-85	1985-86	% Change
Coral Gables	8.2	9.0	+0.8
Miami Coral Park	9.6	8.1	-1.5
Miami Senior	5.9	4.9	-1.0
Miami Sunset	10.8	8.3	-2.5
South Miami	5.9	7.0	+1.1
AVERAGE RATE	8.1	7.5	-0.6

*Taken from District and School Profiles 1985-86 and 1986-87, Office of Educational Accountabilty.

3.b Every school within the area will have a comprehensive plan for dropout prevention for each of the school years 1986-87 through 1990-91. This plan will be a part of their School-Level Improvement Plan: 1986-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Each school in the South Central Area developed and filed in the area office a comprehensive plan for dropout prevention. This objective was also included in each principal's performance planning and appraisal document.

OBJECTIVE FOUR

SUBJECT TO BOARD APPROVAL, THE SOUTH CENTRAL AREA WILL MOVE TOWARD A 9-12 SENIOR HIGH SCHOOL ORGANIZATION SO AS TO BE MORE IN COMPLIANCE WITH STATE LEGISLATION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

South Miami Senior High School moved to a grade 9-12 configuration.

1986-87 INDICATOR OF ACCOMPLISHMENT

Increase in the number of senior high schools converting to a 9-12 school organization by the 1987-88 school year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

South Miami Senior High School moved to a grade 9-12 configuration.

OBJECTIVE FIVE

THE SOUTH CENTRAL AREA WILL EVALUATE THE EXISTING GLOBAL AWARENESS PROGRAM IN SELECTED FEEDER PATTERNS IN COOPERATION WITH FLORIDA INTERNATIONAL UNIVERSITY'S GLOBAL AWARENESS PROGRAM AND THE DANFORTH FOUNDATION.

THE SOUTH CENTRAL AREA WILL INCREASE THE NUMBER OF SCHOOLS IN THE GLOBAL AWARENESS PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

All schools in the South Central Area were involved in the Global Awareness Program.

OEA INDEPENDENT REVIEW

Objective Accomplished Relative to 1986-87 Indicators: This objective was accomplished as indicated in the self-evaluation. Attendance rosters were reviewed which indicated all South Central schools were represented. Completed workshop evaluation forms were also reviewed and indicated that each portion of the program was evaluated by participating South Central Area staff.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a An evaluation will be conducted of workshops offered to teachers and administrators under the direction of the global awareness staff at Florida International University.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Selected teachers from all schools in the South Central Area were trained in Global Awareness. This was included in all principals' objectives for the 1986-87 school year.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. All participants completed workshop evaluations for each portion of the Global Awareness Program.

5.b An evaluation will be conducted on school-based program evaluations involving administrators, faculty, staff, and students.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Each school was evaluated by the line director, utilizing a survey designed for this purpose.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated in the self-evaluation.

OBJECTIVE FIVE (CONTINUED)

5.c Increase the number of schools involved in the Global Awareness Program.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All schools were involved in the Global Awareness Program.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. The number of schools participating in the Global Awareness Program increased from seven schools in 1984-85 to 15 schools in 1985-86 to all 62 schools in the South Central Area during 1986-87.

OBJECTIVE SIX

THE SOUTH CENTRAL AREA WILL ESTABLISH NEW MAGNET PROGRAMS AT SUNSET ELEMENTARY, SOUTH MIAMI ELEMENTARY, SOUTH MIAMI JUNIOR, AND SOUTH MIAMI SENIOR HIGH SCHOOLS.

PLANNING WILL COMMENCE FOR ADDITIONAL MAGNET PROGRAMS AT CARVER/PONCE AND CORAL GABLES SENIOR HIGH SCHOOL.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The magnet programs at Sunset Elementary, South Miami Elementary, South Miami Junior, and South Miami Senior High schools were implemented. Planning was initiated for additional magnet programs at Carver Junior and Ponce de Leon junior high schools.

The pre-International Baccalaureate program was implemented at Coral Gables Senior High School.

1986-87 INDICATORS OF ACCOMPLISHMENT

6.a Appropriate funds are budgeted, programs are staffed, and students are enrolled.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Individual school budgets, CASAS for each school and FTE data.

6.b Approval by Board to implement program in secondary schools in Coral Gables Senior High School feeder pattern.

SELF-EVALUATION: Considerable Progress

Supporting Data:

The pre-International Baccalaureate Program was implemented at Coral Gables Senior High School. Planning continued for magnet programs at Carver and Ponce de Leon Junior high schools.

BUREAU OF SCHOOL OPERATIONS - SOUTH AREA OFFICE

OBJECTIVE ONE

THE SOUTH AREA WILL IMPROVE THE PERFORMANCE OF AVERAGE TO ABOVE AVERAGE STUDENTS IN ACADEMICS AND/OR THE ARTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Students in the South Area schools, as a whole, continue to have high performance in the academics and/or the arts. Much emphasis has been placed on encouraging a greater number of students to enroll in higher level academic courses and to begin taking college entrance examinations at an earlier grade level in order to increase performance on these tests.

Program reviews and follow-up reviews have continued to address the quality and quantity of the Advanced/Honors/AP courses. Data and analyses of data have been provided to all schools in an effort to assure a solid foundation in planning and revising programs that realistically address the needs of students and objectives of an effective school program.

Several of the specific results are given in the following paragraphs.

Although the number of South Area schools with Stanford median percentiles of 50 or above, in reading comprehension and mathematics computation, did not increase from 1984-85 to 1985-86, the number of South Area school-grade-level median-percentiles of 50 or above did increase in the same time span.

The total number of students taking the SAT (Scholastic Aptitude Test) decreased in 1985-86 from 1984-85, yet remained higher than in 1983-84. It is noted that in both the verbal and the mathematics parts of the SAT, the number of South Area students with scores of 550 or higher has continued to rise each year from 1983-84 through 1985-86.

The total number of students taking the ACT (American College Testing) decreased in 1985-86 from 1984-85, yet remained higher than in 1983-84. It is noted that in both the verbal and the mathematics parts of the ACT, the number of students with scores of 24 or higher decreased, yet the percentage of decrease in these areas was only a fraction of the total percent of decrease of students taking the test.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this objective.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a The percentage of students scoring above the 50th percentile on the Stanford Achievement Test in the basic skills areas of reading comprehension, language, and mathematical concepts and applications will increase each school year 1986-87 through 1990-91.

SELF-EVALUATION: Moderate Progress

OBJECTIVE ONE (CONTINUED)

Supporting Data:

Programs were implemented to promote early identification and to improve performance of average/above average students. Programs to raise SAT, ACT, and Stanford scores were implemented in each feeder pattern. Program quality was monitored through South Area Program Quality Reviews at South Area middle/junior and senior high schools. Programs to increase minority participation in honors/AP classes were implemented at junior/senior high schools.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this indicator. A comparison of Stanford Achievement Test scores for students attending South Area schools indicated that the proportion of students scoring above the 50th percentile increased on two subtests (Reading Comprehension and Mathematics Applications) and decreased on two subtests (Language and Mathematics Concepts).

The proportion of elementary students scoring above the 50th percentile increased on all Stanford subtests from 1985-86 to 1986-87. However, the proportion of students scoring above the 50th percentile and enrolled in the middle grades increased on only one subtest, while the proportion of students scoring at or above the 50th percentile and enrolled in grades 9 to 12 increased on two subtests.

Percent Scoring Above 50th Percentile

Grade Level	1985-86				1986-87			
	R	L*	MC**	MA	R	L*	MC**	MA
Elementary (Grades 1-5)	49.6	56.9	60.8	54.5	51.5	58.2	62.4	56.9
Middle (Grades 6-8)	50.8	55.5	62.7	59.1	50.1	31.3	57.9	61.0
Secondary (Grades 9-11)	60.4	57.5	67.7	65.3	59.1	52.8	70.4	65.6
Total	52.7	56.6	62.3	58.5	53.1	53.9	62.1	60.1

Summary of the Percent Scoring Above 50th Percentile

Subtest	1985-86	1986-87	Change
Reading (R)	52.7	53.1	+0.4
Language (L)	56.6	53.9	-2.7
Math Concepts (MC)	62.3	62.1	-0.1
Math Applications (MA)	58.5	60.1	+1.6

* In 1987, the Language Subtest was mandatory in grades 3 and 4 and optional in the remainder.

** In 1987, the Mathematics Concepts Subtest was mandatory in grades 1 through 4 and optional in the remainder.

1.b The scores of students taking the SAT and the ACT will improve each school year 1986-87 through 1990-91.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Schools implemented programs to improve SAT and ACT scores. Inservice was provided by Dr. Charles Sherwood and curriculum coordinators. "Facing the Test" materials were utilized in designated senior high schools. All middle/junior high schools were encouraged to enroll talented students in the 8th grade district (February) administration of the PSAT. Junior high schools with ninth grades participate in the October PSAT administration.

OBJECTIVE ONE (CONTINUED)

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this indicator as indicated in the self-evaluation.

The analysis which follows compares scores for the past four years (1983-84 to 1986-87).

Number of South Area Students with Scores of 550 or Higher
on the Verbal and Mathematics Sections of the Scholastic Aptitude Test (SAT)

	1983-84	1984-85	1985-86	1986-87
Number Tested	1,528	1,976	1,649	1,866
Verbal	216 (14%)	237 (12%)	255 (15%)	309 (17%)
Math	468 (31%)	462 (23%)	531 (32%)	423 (23%)

Number of South Area Students with Scores of 240 or Higher
on the Verbal and Mathematics Sections of the American College Testing (ACT) Program

	1983-84	1984-85	1985-86	1986-87
Number Tested	622	950	642	798
Verbal	85 (14%)	117 (12%)	108 (17%)	125 (16%)
Math	172 (28%)	224 (24%)	197 (31%)	255 (32%)

A total of 217 or 13 percent more students took the SAT in 1986-87 compared to 1985-86. A greater number of the students tested in 1986-87 scored at or above 550 on the verbal portion of the SAT, while fewer students (23% vs. 32%) scored above 550 on the mathematics subtest. In the past four years, as the number of student tested increased, scores on the mathematics portion of the SAT tended to decline. Therefore, the lower scores achieved by students tested in 1986-87 compared to 1985-86 may be attributed to the different student population taking the test.

Although 156 or 24% more students took the ACT in 1986-87 compared to 1985-86, Verbal and Mathematics scores remained approximately the same. The proportion of students with ACT Verbal and Mathematics scores of 24 or higher increased by 2% and 4% respectfully, from 1983-84 to 1986-87.

OBJECTIVE ONE (CONTINUED)

1.c Participation in advanced academic classes in the elementary, junior, and senior high schools will increase each of the years 1986-87 to 1990-91.

SELF-EVALUATION: Moderate Progress

Supporting Data:

All secondary schools were provided data with respect to enrollments in Advanced/Honors/AP courses. Program reviews and follow-up reviews carefully monitored these programs.

Excellent progress at senior high schools, good progress at junior high school level. Increased emphasis on higher level academic skills in elementary programs was noted.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this indicator.

There was an 11 percent decrease in the number of South Area students enrolled in gifted programs from 1985-86 to 1986-87. Although there was a six percent increase in the number of students enrolled in elementary gifted programs, there was a 27 percent decline in the number of secondary students enrolled in such programs.

Enrollment of Elementary and Secondary Students in Gifted Programs

	1985-86	1986-87	Increase/Decrease
Elementary	745	788	+43
Junior/Middle	591	412	-179
Secondary	170	146	-24
Total	1,506	1,346	-160 (-10.6%)

In contrast to the decline in the number of students participating in South Area gifted programs, there was a 10 percent enrollment increase (from 591 students in 1985-86 to 651 students in 1986-87) in the number of students participating in the Academic Excellence Program (AEP). Enrollment remained constant from 1985-86 to 1986-87 in the Motivate and Stimulate for Excellence (MASE) Program. There were 415 students enrolled in MASE over the past two school years.

In addition, there was a 5 percent increase in total enrollment in Advanced/Honors/AP courses in the South Area schools from the fall of 1985 to the fall of 1986. A total of 13,991 students were enrolled in such courses in fall 1985 compared to 14,697 in fall 1986.

1.d Minority participation in advanced academic programs will increase each year from 1986-87 to 1990-91.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Improved participation in higher level classes at junior/senior high schools. Still needs emphasis on early identification in upper elementary grades.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this indicator as indicated in the self-evaluation.

Data collected by the South Area Office indicate that of the 69 academic subject-areas studied, 48 increased in minority enrollment in Advanced/Honors/AP courses from 1985-86 to 1986-87 while one remained unchanged and 20 experienced decreases in minority enrollment. Changes in minority student enrollment at individual schools ranged from a high of +34% in Social Studies at Cutler Ridge junior to -26% in Science at Richmond Heights junior high school.

OBJECTIVE ONE (CONTINUED)

1.e Seventh graders' Stanford Math Applications scores will increase annually through 1990-91 for students in the F.C. Martin Feeder Pattern.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Performance of F.C. Martin students in CAMP Program.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate progress was made in the completion of this indicator as indicated in the self-evaluation.

Based upon the data submitted by the South Area Office, students enrolled in the F.C. Martin's Concentrated Academic Mathematics Program (CAMP) obtained an average (7th grade) Mathematics Applications score at the 94.6 percentile during 1986-87 compared to a 6th grade score equivalent to the 92.2 percentile during 1985-86. A similar study extending over three academic years indicated that students participating in CAMP performed at the 92nd percentile in the fifth grade, at the 93rd percentile in the sixth grade and at the 94th percentile in the seventh grade. Therefore, students appear to progress from grade 5 through grade 6 and on to grade 7.

OBJECTIVE TWO

THE SOUTH AREA WILL EXPAND PROGRAM QUALITY REVIEWS TO INCLUDE SENIOR HIGH SCHOOL FOLLOW-UP REVIEWS AND CONTINUE TO MONITOR IMPLEMENTATION AND FOLLOW-UP ACTIVITIES ON SOUTH AREA JUNIOR HIGH SCHOOL PROGRAM REVIEWS AND SOUTH AREA HONORS/ADVANCED PLACEMENT PROGRAM QUALITY REVIEWS DURING 1986-87 THROUGH 1990-91. A NEW THREE-YEAR CYCLE OF JUNIOR HIGH SCHOOL PROGRAM QUALITY REVIEWS WILL COMMENCE 1986-87.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Substantive progress was made on this objective. Comprehensive Program Quality Reviews and follow-up activities are available for inspection at the South Area Office.

The new cycle of Middle/Junior High School Program Quality Reviews began by the meeting of committees to extensively update and revise the program review checklists and reporting formats. A schedule of two-day program reviews was created. These reviews were conducted by South Area Review Teams in four middle/junior high schools. Oral and written reports were developed. These reports were shared with the faculties and administrations at the schools.

Additionally, area directors, curriculum coordinators, and other personnel made frequent visits to all secondary schools to monitor progress on the implementation of prior program review recommendations and to provide assistance, as appropriate. Curriculum Coordinators produced written program review follow-up reports for each of the secondary schools not reviewed by the review teams. These reports were shared with the school personnel.

The project of Program Quality Reviews for elementary schools was initiated this past school year. Teams met with curriculum supervisors and developed program review checklists for elementary school programs.

Program delivery in the basic academic areas was further enhanced by: 1) monthly teacher support workshops at the area office for upper elementary and secondary teachers of language arts, mathematics, science, and social studies; 2) a Leadership Workshop for all department chairpersons; 3) numerous feeder pattern articulation meetings in all six feeder patterns; 4) on-site support/assistance to teachers; 5) workshops related to minimal standards, curriculum frameworks, subject area testing, critical thinking skills, and test-taking techniques; and 6) emphasis on school scope-and-sequence development.

Feeder pattern articulation meetings included inservice on critical thinking skills, feeder pattern test scores and their implications, program continuity, methods to monitor and improve enrollments, specifically enrollment of minority students in advanced/honors/AP classes, student placement, and school/area/district objectives.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a South Area Program Review Teams are organized and Junior High School Program Reviews are implemented. Recommendations and required program improvements are in evidence.

SELF-EVALUATION: Considerable Progress

Supporting Data:

South Area Program Quality Reviews were conducted at four junior high schools and follow-up reviews were conducted at other junior/senior high schools to ascertain level of follow-up on previous recommendations.

Programs in basic skills areas indicated substantive progress toward recommendations made by the South Area Program Quality Review Team. Recommended inservice to update instruction was provided for South Area schools.

OBJECTIVE TWO (CONTINUED)

2.b Program delivery is improved in the basic academic areas in South Area middle schools, junior high schools, and senior high schools.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Program coordinators and district personnel provided needed inservice to improve basic programs in middle/junior/senior high schools and in upper elementary grades. Programs were closely monitored by frequent visits by program coordinators and area directors.

2.c Improved standardized test scores in designated feeder patterns.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Some improvement was noted in the Southridge Feeder Pattern. However, more substantial progress is needed, especially in specifically designated school centers. Intensive work with specific schools in the feeder pattern is planned for 1987-88.

OEA NOTE: A statistical analysis was conducted by the South Area Office which supports the self-evaluation. This analysis did not provide summary statistics amenable to reproduction in this type of report. Feeder pattern lag scores were calculated accompanied with graphic presentations.

2.d Increased area-level inservice is to be provided when 1986-87 is compared to 1985-86.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Substantive increase in area level inservice is noted in all basic skills areas.

BUREAU OF SCHOOL OPERATIONS - SOUTH AREA OFFICE

OBJECTIVE THREE

THE SOUTH AREA EXCEPTIONAL STUDENT EDUCATION (ESE) DEPARTMENT WILL IMPROVE THE EMPLOYABILITY OF EXCEPTIONAL STUDENTS THROUGH THE DEVELOPMENT AND IMPLEMENTATION OF A FIVE-YEAR COMPREHENSIVE VOCATIONAL PLAN TO SERVE EXCEPTIONAL STUDENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Comprehensive Vocational Plan for ESE students in the South Area was expanded during the 1986-87 school year. The design of the program provides vocational experiences for ESE students in an elementary through senior high school pattern.

Gulfstream Elementary increased employability skills of exceptional students through the development of specific pre-vocational and pre-occupational programs.

A career lab offers hands-on employment opportunities for LD, EMH, PI, and HI students. A major accomplishment was the identification of entry-level skills required for each lab component (i.e., language output, attention to task). A pre-occupational training program was also designed and implemented for the TMH population.

Centennial Junior High School exceptional students (LD/VE, EH, PI, SED) were served by Project Victory in the career awareness lab and the employability skills class. During the course of the year, the program was expanded to include additional work stations and serve an increased number of students. Lower functioning students were served by the Cutler Ridge Junior High OTC. Senior high students in the Cutler Ridge Junior OTC held jobs on campus; custodial helpers, maids' helpers, etc. Upon graduation, ninety percent of the students were placed successfully in sheltered workshops or work activity centers.

Low functioning exceptional senior high students at Southridge were served by Project VICTORY in an on-the-job component at Zayre's as well as in employability skill classes. All students who participated in this program were successfully placed in jobs (including two at Zayre's) or advanced training programs. Other Southridge exceptional students participated in DCT programs and vocational training. Some received vocational training at RMVTI.

District personnel have been extremely helpful in assisting in the development, implementation, and expansion of the program throughout the South Area. Mrs. Barbara Huber has provided valuable services to the program at the secondary level. It would be extremely helpful, however, if funding could be obtained for an educational specialist to serve as a liaison for all levels of the program, to assist with curriculum planning, and to monitor all aspects so that gaps and overlaps are avoided.

1986-87 INDICATOR OF ACCOMPLISHMENT

The number of graduating exceptional students employed in a job for which they have been trained will increase for each of the school years 1986-87 to 1990-91.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

	BASELINE 1985-86		1986-87	
	# of Students	% of Students	# of Students	% of Students
Job Placements	6	33.3	10	40
Advanced Training Placements	10	55.6	14	56
Unknown Employment Status	2 (1 moved, 2 pregnant)	11.1	1 (not U.S. citizen, left country)	4

OBJECTIVE FOUR

THE SOUTH AREA WILL TARGET POTENTIAL EARLY LEAVERS, MORE ADEQUATELY MEET THEIR SPECIAL NEEDS, AND REDUCE THE NUMBER OF DROPOUTS FROM SOUTH AREA SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Each school implemented programs to target potential early school leavers and to improve schoolwide discipline and academic progress. Some programs show progress in meeting these special needs.

OEA NOTE: 1986-87 outcome data were not available to the Area Office and 1985-86 data were not provided by the Area Office for this report.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a The number of early leavers in each feeder pattern as measured by the annual collection method and cumulative retention method will decrease for each of the school years 1986-87 through 1990-91.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Programs were implemented to decrease the number of potential early leavers in South Area schools. An effort was made to emphasize early identification processes and preventative measures at the elementary school, and to more adequately target needs of potential dropouts at the junior/senior high level.

OEA NOTE: 1986-87 outcome data were not available to the Area Office and 1985-86 data were not provided by the Area Office for this report.

4.b Each year, the students in the target group (of potential early leavers) will show improvement in academic grades when compared with his/her performance during the previous school year.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Programs were implemented. Student outcome data not available at this time.

OEA NOTE: 1986-87 outcome data were not available to the Area Office and 1985-86 data were not provided by the Area Office for this report.

4.c Each year, the students in the target group will show a decrease in class and school absences compared with attendance records for the previous school year.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Programs were implemented. Student outcome data not available at this time.

OEA NOTE: 1986-87 outcome data were not available to the Area Office and 1985-86 data were not provided by the Area Office for this report.

OBJECTIVE FOUR (CONTINUED)

4.d Each year, the students in the target group will show a decrease in the number of repeated suspensions when current records are compared with suspension records from the previous school year.

SELF-EVALUATION: Moderate Progress

Supporting Data:

School-level programs in Assertive Discipline, as well as various dropout prevention programs, were implemented in South Area schools.

OEA NOTE: 1986-87 outcome data were not available to the Area Office and 1985-86 data were not provided by the Area Office for this report.

OBJECTIVE FIVE

THE SOUTH AREA OFFICE WILL CONTINUE TO PLAN AND IMPLEMENT ALTERNATIVES WITH AREA ELEMENTARY SCHOOLS DESIGNED TO REDUCE FRAGMENTATION OF THE ELEMENTARY SCHOOL DAY. (PILOT PROGRAM)

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Objective was dropped. Pilot program schools reported moderate success in eliminating fragmentation. As the program was a pilot, it was limited to a small number of South Area schools.

1986-87 INDICATOR OF ACCOMPLISHMENT

Information compiled throughout the school year will indicate a reduction in fragmentation.

SELF-EVALUATION: Moderate Progress

Supporting Data:

This objective was dropped as a result of participating schools discontinuing the Pilot Program. However, schools using the Pilot Program reported some success in eliminating fragmentation of the elementary school curriculum.

BUREAU OF SCHOOL OPERATIONS - SOUTH AREA OFFICE

OBJECTIVE SIX

THE SOUTH AREA SCHOOLS WILL INITIATE PROGRAMS TO MAXIMIZE PARENT INVOLVEMENT, TO RAISE PARENT EXPECTATIONS, TO MAXIMIZE TEACHER EXPECTATIONS, THROUGH IMPLEMENTATION OF EFFECTIVE SCHOOLS' STRATEGIES DESIGNED TO POSITIVELY IMPACT STUDENT ACHIEVEMENT LEVELS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Numerous inservice workshops were conducted for principals, assistant principals, department chairpersons, and teachers. The purpose of the workshops was to disseminate articles/information and to encourage discussion on effective school research including the topic of raising parent/teacher/student expectations. These inservice activities included: 1) monthly workshops for principals at host schools; 2) a two-day seminar for South Area principals at Key Biscayne, which co-sponsored by the University of Miami Desegregation Center; 3) monthly workshops for assistant principals at the South Area Office; 4) a Leadership Workshop for all secondary department chairpersons at the South Dade Regional Library; and 5) curriculum coordinator-sponsored monthly teacher-support workshops at the South Area Office. These activities are being reflected in principals' and assistant principals' job-target objectives, in school departmental objectives, and in classroom activities of teachers involved in the workshops.

Program continuity in feeder patterns has been increased by the many feeder pattern articulation meetings throughout the school year. These meetings have involved administrators, grade-level and department chairpersons and, whenever possible, teachers. Secondary department chairpersons have also been encouraged to visit with departments of schools which feed into their schools. Test data, organized feeder patterns, and implications of these data have been presented at these meetings, at lease once to each feeder pattern articulation meeting. Other topics that were emphasized at these meetings included critical thinking skills, higher order questioning techniques, and testing strategies. Techniques, strategies, and information gained at these meetings are being implemented in schools.

Other activities related to this objective include the South Area Reading Project, summer reading lists, speakers on developmental reading, and workshops on and distributions of materials on the Florida Standards of Excellence.

Many of these topics listed above are being duplicated at citizen advisory meetings. Schools also recruit parents as volunteers and encourage parental involvement in school activities.

1986-87 INDICATORS OF ACCOMPLISHMENT

6.a Inservice workshops will be conducted for principals, assistant principals, and teachers on effective schools research and techniques.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All principals attended a two-day workshop conducted in May 1987, sponsored by the University of Miami Desegregation Center which dealt with effective schools' strategies. All feeder patterns and opening school meetings also dealt with effective schools' strategies.

6.b Increased parent/teacher expectations and involvement.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Numerous inservice workshops and school-level feeder pattern/area wide activities were implemented to address parent/teacher expectations.

OBJECTIVE SIX (CONTINUED)

6.c Increased program continuity in feeder patterns.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Feeder pattern articulation meetings were held throughout the year. Substantive progress was made in this objective with the assistance of district and subject area coordinators and the Intergroup Relations Team.

6.d Increased emphasis on mastery of the Florida Standards of Excellence.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Substantive work in this area by area program coordinators through inservice and direct school level teacher support activities.

BUREAU OF PERSONNEL MANAGEMENT

SECTION D

OBJECTIVE ONE

COMPLETE THE EXPANSION OF THE AUTOMATION OF PERSONNEL PROCESSES AND PROCEDURES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Applicant Tracking and Electronic RPA Systems are now fully operational. With the completion in 1987-88 of the State Required Data Base, most of the information required on employees and/or applicants will be available to all work locations.

OEA INDEPENDENT REVIEW

Considerable Progress Relative to 1986-87 Indicators: This objective was accomplished as indicated by the self-evaluation relative to the enhancement of the Applicant Tracking and Electronic RPA System. However, progress on the Historical Data Module has been moderate and progress on the Master Approved Substitute Teacher List and Transfer Module has been slight due to unanticipated demands related to the state data base project.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a Enhancements to the Applicant Tracking System are operational.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The highest priority enhancements have been programmed and are operational. These include the Federal requirements on immigration, personnel information for schools and the ability to lock-out areas where surplus exists.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

1.b Enhancements to the Electronic RPA System are operational.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

This module was completed, work locations trained and is now in full use.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

OBJECTIVE ONE (CONTINUED)

1.c The Historical Data Module is operational.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The requirements are now defined in the State Staff Data Base and forms used to collect the data have been printed. The collection, input and programming will be completed during 1987-88.

OEA INDEPENDENT REVIEW

Moderate Progress: Moderate Progress was made toward the completion of this indicator as evidenced by the documentation presented for review.

1.d Master Approved Substitute Teacher list and Transfer Module are operational.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Specifications have been submitted to OIT but funding was not available for programming.

OEA INDEPENDENT REVIEW

Little or No Progress: Little or No Progress was made toward the completion of this indicator as evidenced by the documentation presented for review. Programming resources planned for these projects were not available as the state data base project required more resources from MIS than initially planned.

BUREAU OF PERSONNEL MANAGEMENT

OBJECTIVE TWO

INCREASE THE NUMBER AND IMPROVE THE QUALITY AND DISTRIBUTION OF MINORITY TEACHERS AND ADMINISTRATORS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The number of minority full-time teachers and instructional administrators have increased both absolutely and proportionally during the year.

Administrators	1985-86	1986-87
White Non-Hispanic	586 58.1%	630 57.4%
Black Non-Hispanic	282 28.0%	297 27.1%
Hispanic	136 13.5%	166 15.1%
Other	4 .4%	4 .4%

Instructional Staff

White Non-Hispanic	2,778 56.0%	8,031 55.1%
Black Non-Hispanic	3,795 27.4%	3,973 27.3%
Hispanic	2,273 16.4%	2,526 17.3%
Other	32 .2%	41 .3%

The decrease in the number of schools on controlled staffing and the improvement of the ratio for those schools remaining on controlled staffing indicates that the distribution of the instructional staff has improved as well. The decrease in the number of annual contract teachers terminated for incidents or unsatisfactory performance indicates that the quality of new teachers has improved.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a Fewer schools on controlled staffing each year.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Controlled Staffing status is reported to the United States District Court in November and April of each year. The recent reports indicated the following number of schools on Controlled Staffing:

November	1985	77
April	1986	61
November	1986	62
April	1987	66

Since the last formal report, considerable progress has been made. As of August 12, 1987 fifty (50) of these schools have shown improvement, including schools off controlled staffing.

2.b More highly qualified instructional applicants available each year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

While a subjective evaluation, general consensus of personnel administrators and principals is that the quality of instructional applicants has improved. This is supported by loss rates of annual contract teachers, due to incidents and unsatisfactory performance. The loss rates were .1% and .3% respectively, compared to .3% and .5% for the prior year.

2.c A vigorous Administrative Internship program in operation.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

This program, now called Leadership Experience Opportunity for Teachers (LEO-T), was very successful during 1986-87. Twenty-seven (27) teachers participated.

RACIAL-RATIO REPORT

	Elementary		Junior		Senior		Voc.		Totals	
	M	F	M	F	M	F	M	F	M	F
White	1	4	1	2	0	0	0	0	2	6
Black	1	3	0	2	2	1	0	1	3	7
Hispanic	0	5	0	2	1	1	0	0	1	8
									6	21

Fourteen (14) of the 26 participants during 1985-86 have since been appointed as administrators. Three (3) of the 1986-87 group have also been appointed administrators and additional appointments are pending.

2.d Underrepresentation of minority administrators reduced each year.

SELF-EVALUATION: Moderate Progress

Supporting Data:

	1985-86	1986-87
White non-Hispanic	58.1%	57.4%
Black non-Hispanic	28.0%	27.1%
Hispanic	13.5%	15.1%
Other	.4%	.4%

BUREAU OF PERSONNEL MANAGEMENT

OBJECTIVE THREE

OBTAIN HIGHLY QUALIFIED TEACHERS THROUGH AN ORGANIZED, COORDINATED, TARGETED RECRUITMENT PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Recruitment was conducted at 81 college and university campuses throughout the U.S. and Puerto Rico. In addition, recruiters participated in 10 consortiums and conferences, involving more than 200 teacher preparation institutions. In total, candidates from nearly 300 colleges and universities were interviewed by DCPS recruiters.

In addition to focusing on minority recruitment, heavy emphasis was given to the search for teachers in critical staff shortage areas, particularly in Special Education. Advertisements were run in two professional journals targeted to educators of children with special needs: EXCEPTIONAL CHILDREN, APRIL, 1987, and TEACHING EXCEPTIONAL CHILDREN, SUMMER, 1987. Recruiters attended the National Educator's Convention for Exceptional children in Chicago, April 21-23, 1987.

Newspapers advertisements and radio announcements and an intensified mail-out campaign were conducted through the year. Although it is not possible to provide statistics on number of applicants which were gained from each of these efforts, the provision of adequate numbers of high quality teachers during a time of reduced supply can be attributed to the concentrated on-going endeavors of the Recruitment Office.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a Provision of resources to support an enhanced recruitment program.

SELF-EVALUATION: Considerable Progress

Supporting Data:

A Recruitment Assistant has been added to the staff. The budget was increased by $20,000. This has allowed needed additional recruiters to participate in recruitment trips. The increased funding also enabled DCPS to advertise in additional local state and national newspapers, periodicals and journals. Recruitment application packets have been updated and an attractive brochure has been added.

3.b A cadre of qualified, competent, and trained recruiters.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

One Hundred twenty-five recruiters were provided twelve hours of inservice training, earning Master Inservice points upon completion. To date, 225 administrators and twenty-three teachers-of-the-year have successfully completed the Effective Recruitment Training Workshops.

3.c Recruiting effectiveness improved by sharpening the targeting of recruitment efforts.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

An intensified focus was placed on 1) colleges and universities with predominantly Black and/or Hispanic enrollments, 2) visiting geographic locations with high percentages of minorities; and 3) advertising in publications with high percentages of minority readers. Interviews were scheduled predominately with applicants in the critical staff shortage areas of Special Education, Mathematics, Science, English and Industrial Arts.

However, when visiting minority campuses, applicants from all subject areas were interviewed, and, when visiting schools/colleges with highly-qualified programs in the fine arts, computer and media education, applicants from those programs were included. Special trips were conducted specifically to recruit Haitian-Creole teachers.

OBJECTIVE THREE (CONTINUED)

3.d A network of strong working relationships with colleges and universities having a) outstanding discipline-specific education programs, and b) large percentages of minority students.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Telephone contacts have been established with most American Colleges with a Black heritage, as listed in Moton's Guide to Black Colleges. In most cases, the phone contacts have been followed by a DCPS recruiter visit to the campus. Colleges not visited were sent application packets for dissemination through the College Placement Office or Center for Career services. The same procedure was followed for colleges and universities in cities listed by the U.S. Bureau of Census as having a Hispanic population of 50,000 or more. A productive relationship has been developing with the colleges and universities in Puerto Rico and the San Juan Star newspaper resulting in a significant increase in the number of Puerto Rican applicants.

3.e A network of strong mutually-reinforcing working relationships with private and public organizations to promote the greater Miami area.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The recruitment office was represented on the DCPS Business Outreach Council. Seventeen Greater Miami hotels now provide reduced rates for prospective teachers. In special cases, financial assistance of up to $800 has been provided by the School Employees Federal Credit Union for newly-hired teachers. Also, arrangements have been made for newly-hired teachers in special need of help to stay rent-free at the Lindsey-Hopkins Hotel for several days while seeking housing accommodations. The Keyes Realty Relocation Office, Sun Banks, Barnett Banks, and United Van Lines have assisted in new teachers relocation. The Barcelona Resort Hotel, Miami Beach; Carriage House, Miami Beach; Metro Zoo; Seaquarium; Viscaya Museum and Gardens; Drago Teacher Supply, and UTD provided generous door prizes to DCPS teachers recruited at the "Great Florida Teach-In" (statewide recruitment fair, Orlando, June 14-18, 1987).

3.f Increased number of academically talented secondary students considering careers in public school teaching.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Over 1500 students are now members of Future Educators of America chapters in every secondary school in Dade County. District-wide Spring conferences were held for both Junior High and Senior High School chapters. Presentations were made by noted educators, including State Commissioner of Education, Betty Castor; Florida Teacher-of-the-year, Candace Parker; and Florida Teacher-in-Space candidate, Michael Reynolds.

Recruitment office personnel have participated in five career day activities in senior high schools and had a teacher recruitment booth during the four-day DCPS Annual Job Career Expo, 1987.

3.g Improvement in the quality and quantity of teacher applicants obtained through recruitment.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Of the 727 new-hires for the 1986-87 school year, 459, or 63% were recorded on the Applicant Tracking System as having been recruited. Of the 3,950 DCPS annual contract teachers, only four resigned due to incident and/or performance-related factors. Even if all of them had been recruited (which is unlikely), the percentage would be a minimal .1%. Of the 3,950 annual contract teachers, 14 were non-reappointed. Had all of them been recruited, again highly unlikely, this would be a minimal .3]%. The comparable statistics for 1985-86 were .3% and .5% respectively.

BUREAU OF PERSONNEL MANAGEMENT

OBJECTIVE FOUR

IMPROVE THE QUALITY OF THE SUBSTITUTE TEACHER FORCE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Through procedural improvements and continuing close cooperation with the Office of Professional standards and the Bureau of School Operations, the quality of the substitute teacher force has continued to improve.

Several group sessions were held to test the feasibility of inservice training.

Another area of improvement has been the delivery of service to the substitute teachers themselves. By treating them and their concerns in a professional manner, most respond in kind.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a Reduction in the number of substitute teachers suspended for unsatisfactory performance.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Districtwide emphasis has been placed on implementing guidelines for substitute teachers, careful screening of applicants, and a more thorough and comprehensive pre-employment interview. All of this is done in conjunction with the Office of Professional Standards and the Bureau of School Operations. Significant reduction in suspension due to unsatisfactory performance has resulted.

OEA NOTE: No data provided by Bureau to support Self-Evaluation.

4.b Decrease in application processing time.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The average application processing time has decreased from 10 working days in 1985-86 to 9 working days in 1986-87.

4.c On-line computer-based Master Approved Substitute Teachers List in use.

SELF-EVALUATION: Little or No Progress

Supporting Data:

A conscious decision was made to delay development of a computer-based Master Approved Substitute List in order to concentrate limited program resources on completing the electronic RPA's.

4.d Inservice training for substitute teachers in operation.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Budget constraints continued to preclude development of a centralized inservice training module for substitutes.

BUREAU OF PERSONNEL MANAGEMENT

OBJECTIVE FIVE

Expand the scope of services provided through the Employee Assistance Program (EAP).

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

In Fiscal Year 1986-87, the Employee Assistance Program of the Dade County Public Schools experienced the following:

- Increased the program's average active caseload from 388 in Fiscal Year 1985-86 to 573 in Fiscal Year 1986-87, a 48% rate of growth.
- Expanded services to 24-hour coverage for all Dade County Public Schools employees.
- Developed an Employee Alcohol and Drug Abuse Policy.
- Developed a formal Wellnesss Policy.
- Increased voluntary participation from 55% in June 1986 to 65% in June 1987.
- Co-produced and disseminated AIDS information packets to all Dade County Public Schools work-sites.
- Expanded the Wellness program from 8 to 21 pilot sites.
- Provided a total of 1,359 Health Screenings and 257 complete Health and Fitness Assessments.
- Produced 10 issues of "POW! The Power of Wellness," a health and prevention newsletter.
- Conducted 16 "POW! The Power of Wellness," presentations.
- Conducted Stress Management Workshops.
- Developed the brochure, "Employee Assistance Program for the Administrator."
- Provided service and leadership on state and county health and prevention councils.

Since its establishment in 1980, Dade County Public Schools' Employee Assistance Program has directly served 1,233 individual clients.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a The "Wellness" Program is continued and expanded annually.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Pilot programs increased from 8 to 21 sites. The Wellness Newsletter distribution increased to 5,000 copies monthly. 257 complete fitness assessments were provided. Health screening at 16 worksites were conducted. 55 worksites reported participation in Employee Fitness Week.

5.b Staff maintains participation in "Wellness" activities.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Staff participated in on-site Wellness activities, special events, and workshops.

OBJECTIVE FIVE (CONTINUED)

5.c Federal and/or private foundation grants are obtained for the "Wellness" Program.

SELF-EVALUATION: Considerable Progress

Supporting Data:

A joint grant was developed with Switchboard of Miami. Announcement of award due in August 1987. Multi-year objective.

OEA NOTE: Supporting data indicates no grants were obtained during 1986-87.

5.d There is an increase in EAP referrals during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Cases increased by 48% over last fiscal year, from 388 to 573 active cases. 275 cases are in monitoring.

5.e "Wellness" guidelines are published and programs are operational in at least half of the worksites by 1987-88.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Multi-year objective - Programs and activities were recorded at 55 worksites in 1986-87. Wellness Manual is prepared and in the review and approval process.

BUREAU OF STAFF DEVELOPMENT

SECTION E

OBJECTIVE ONE

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF MANAGEMENT TRAINING, WILL DEVELOP AND IMPLEMENT A HUMAN RESOURCE DEVELOPMENT COMPREHENSIVE MANAGEMENT TRAINING PLAN ADDRESSING A COMPREHENSIVE SELECTION SYSTEM, PERFORMANCE APPRAISAL, AND TRAINING (CERTIFICATION AND PROFESSIONAL GROWTH).

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Dade County has received full approval on all components (selection, training, and appraisal) of its Human Resource Management Development (HRMD) Plan from the Florida State Department of Education (Florida Council on Educational Management [FCEM] October 1986).

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a By 1990, at least 95% of school-site and district-level managers will comply with local and state administrative requirements.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Ninety-five percent of school-site and district-level managers complied with local and state administrative requirements. They are appropriately certificated.

OEA NOTE: Indicator concerns requirements in 1990 when requirements will be more strigent rather than at the present time.

1.b Human Resource Development Comprehensive Management Training Plan will be refined during 1986-87 and implemented as planned.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Self evaluation surveys are a part of the evaluation by Dr. Dan Gardner (outside evaluation consultant) and are incorporated into the HRMD Training (Project).

1.c Inservice records of program participation are available annually and documentation of proficiency and/or attainment of component objectives in each of the training programs specified in the annual plans is attained annually.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

There were 29 participants in the Executive Training Program during 1986-87, all of whom attained the program objectives.

1.d Management Training Components are included in the Master Plan for Inservice Education, 1984-89.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Training components referenced are included in the Master Plan. For example, principal competency clusters.

OBJECTIVE TWO

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF MANAGEMENT TRAINING, WILL WORK COOPERATIVELY WITH THE FLORIDA COUNCIL ON EDUCATIONAL MANAGEMENT (FCEM) TO FACILITATE THE IMPLEMENTATION OF A HUMAN RESOURCE DEVELOPMENT COMPREHENSIVE MANAGEMENT TRAINING PLAN IN COMPLIANCE WITH NEW/REVISED STATE LEGISLATIVE REQUIREMENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

In 1986-87, there were 18 ETP interns and 12 were promoted to principalships.

In 1986-87, there were 18 ETP interim principals who were recommended for Level 2 school Principal Certificates.

As a result of the District Review Committee (5/87) recommendations:

Eleven Principal Interns and 16 Interim Principals will receive Level 2 School Principal Certificates 1987.

OEA INDEPENDENT REVIEW

Objective Accomplished Relative to 1986-87 Indicators: This objective was accomplished as indicated by the self-evaluation. That is, the Bureau of Staff Development worked cooperatively with the Florida Council on Educational Management (FCEM) to facilitate the implementation of a Human Resource Development Comprehensive Management Training Plan in compliance with new/revised State Legislative requirements.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a Program approval granted by the Florida Council on Educational Management.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Dade County Public Schools received full approval on the HRMD program 1986-87.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. The Dade County School System received full approved on its Human Resource Management Development Plan and received FTE funding from the Florida Council on Educational Management (1986-87).

2.b The Human Resource Development Comprehensive Management Training Plan is operational and application is made for FTE funding.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

School Board approved submission of application for 1987 FTE funding to the FCEM.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. That is, the Dade County School System received full FTE funding from the Florida Council on Educational Management (1986-87). The amount of the grant was $276,612.

OBJECTIVE TWO (CONTINUED)

2.c A "Summary Analysis Report" for each element in the Human Resource Development Comprehensive Management Training Plan will be prepared during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA INDEPENDENT REVIEW

Indicator Accomplished: Although supporting data was not initially provided by the Bureau, this indicator was accomplished as indicated by the self-evaluation. A "Summary Analysis Report" for each element in the Human Resource Development Comprehensive Management Training Plan was prepared during the 1986-87 school year. A copy of this report is located in the Staff Development Office.

2.d If appropriate, a continuation proposal will be submitted to the FCEM to refine and improve the implementation of elements in the district's Human Resource Development Comprehensive Management Training Plan.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

School Board approved the proposal for continued funding 1987-88.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. The Human Resource Management Development - FTE Based Program Continuation Proposal was approved by the School Board of Dade County, Florida on April 22, 1987.

OBJECTIVE THREE

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF MANAGEMENT TRAINING, WILL WORK WITH THE GREATER MIAMI CHAMBER OF COMMERCE "EDUCATION CORPORATE ALLIANCE COMMITTEE" TO MAKE AVAILABLE TO SCHOOL PRINCIPALS EXPERTISE AND PROFESSIONAL GROWTH OPPORTUNITIES FROM PRIVATE SECTOR ORGANIZATIONS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Four calendars were distributed at various times during the year which offered approximately fifty training sessions in which over eighty principals/assistant principals participated.

OEA INDEPENDENT REVIEW

Objective Accomplished Relative to 1986-87 Indicators: This objective was accomplished as indicated by the self-evaluation. That is, the Private Sector Management Training Program provided principals with a new vehicle for professional development. Participants were invited to register for and attend existing in-house private sector management training programs. Programs focused on the following areas: investment management, public relations, crisis management/conflict resolution, time/paper management, corporate culture, stress management, comprehensive planning, use of incentives, use of technology, team building and improving employee performance and morale.

Principals were able to attend as many programs as needed to meet their professional needs and interests.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a Develop a joint mentor/private sector management training program with the subcommittees of the Greater Miami Chamber of Commerce.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Status Report on 1986-87 Greater Miami Chamber (GMC) Mentor/Management Training Program:

Component Design #7-04-034-3-0 was developed in order to provide master plan points for administrators participating in the private sector management training programs. A list of areas of interest was also developed to assist with matching of mentors.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. This indicator was accomplished when the Bureau of Staff Development established a joint mentor/private sector management training program with the subcommittees of the Greater Miami Chamber of Commerce. The purpose of the Mentor Program was to create a unique, one-to-one relationship between a public school principal and a business executive. The purpose of the Private Sector Management Training Program was to provide for principals a new vehicle for professional development.

OBJECTIVE THREE (CONTINUED)

3.b Pilot implementation of both the mentor program and private sector management training program.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Private Sector Management Training Calendars, 1986-87

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. Implementation of both the mentor program and private sector management training program can be verified by using the 1987 management training calendar.

3.c Design compatible, appropriate training opportunities for assistant principals/participants in the district's leadership training programs.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Correspondence with GMC.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation. The Bureau of Staff Development satisfied this indicator by developing the Public/Private Sector Management Training for Administrators Program. This component was offered to principals and selected assistant principals during the 1986-87 school year. It was designed to provide the opportunity for district administrators to participate in Public/Private Sector Management Training Programs.

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE FOUR

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF MANAGEMENT ASSESSMENT, AND IN COOPERATION WITH THE BUREAU OF PERSONNEL MANAGEMENT, THE OFFICE OF THE SCHOOL BOARD ATTORNEY AND THE OFFICE OF EDUCATIONAL ACCOUNTABILITY, WILL INITIATE A REVIEW PROCESS OF THE EFFECTS OF RAISING THE MINIMUM PASSING SCORE IN THE MANAGEMENT ASSESSMENT CENTER, AS RECOMMENDED IN OEA FINAL REPORT OF THE EVALUATION OF THE MANAGEMENT ASSESSMENT CENTER.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

In July of 1986, a meeting was held with Dr. Fred Frank, Vice-President of ADI, representatives of the Office of Educational Accountability, and members of the Bureau of Staff Development to discuss this issue. The Office of the School Board Attorney could not be represented at this meeting. After considerable discussion on November 18, 1986, the Associate Superintendent, Bureau of Staff Development, indicated that no change in the minimum passing score for the Management Assessment Center would be made.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a Issuance of contract for consultant services to conduct the review, to be completed by September 1, 1986.

SELF-EVALUATION: Little or No Progress

4.b Contingent upon findings of the review, a memorandum to work locations will be issued advising of the revised passing score.

SELF-EVALUATION: Little or No Progress

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE FIVE

IN ADDITION TO ITS PRESENT USE FOR MANAGEMENT SELECTION, THE MANAGEMENT ASSESSMENT CENTER, BUREAU OF STAFF DEVELOPMENT WILL, THROUGH THE DEPARTMENT OF MANAGEMENT TRAINING, EXPAND THE USE OF THE CENTER TO INCLUDE EXERCISES IN GENERIC MANAGEMENT SKILLS AND DEVELOPMENTAL EXPERIENCES FOR POTENTIAL ADMINISTRATORS AND INCUMBENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Not Applicable

Summary of Accomplishment by Bureau/Office:

The inclusion of this objective was predicated upon two factors which did not occur: 1) The development of materials by the Florida Council on Educational Management (FCEM) which would be suitable for use in this context (the materials are still under development), and 2) the provision of funds to develop and/or purchase other materials which would accomplish this objective.

FCEM is still preparing developmental assessment materials and has not as yet established norms and training parameters. A budget enhancement was requested and denied, thus, this objective was not addressed in 1986-87.

OEA NOTE: The Indicators of Accomplishments did not occur, however, the Bureau has provided a self-evaluation of "Not Applicable".

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a Contracts will be issued for development and/or purchase of appropriate materials.

SELF-EVALUATION: Little or No Progress

5.b Suitable facilities will be acquired to house the program.

SELF-EVALUATION: Not Applicable

5.c Management training programs to support the developmental/diagnostic use of the Center will be developed (school-based and non-school-based).

SELF-EVALUATION: Little or No Progress

5.d Announcements and schedules for these new activities will be developed and disseminated.

SELF-EVALUATION: Little or No Progress

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE SIX

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE BEGINNING TEACHER PROGRAM, WILL FACILITATE IMPLEMENTATION OF BEGINNING TEACHER PROGRAM REQUIREMENTS BY MONITORING THE DELIVERY OF MATERIALS AND SERVICES THROUGH TRAINING AND SUPPORT SESSIONS CONDUCTED AT SCHOOL-SITES AND THROUGH INTERNAL AUDITS VISITS. THIS WILL PROVIDE NEW EMPLOYEES WITH A CLEARER SENSE OF PURPOSES OF THE BEGINNING TEACHER PROGRAM RELATED TO THE MISSION AND ACCOMPLISHMENTS OF THE DADE COUNTY PUBLIC SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Monitoring of delivery materials and services was accomplished through internal audit visits, area meetings, and school-site training sessions.

Major tasks performed include: 1) worked with 1,527 teachers, including carry-over teachers, 1986-87 program participants, and 283 90-day Beginning Teacher Program participants in 266 worksites; 2) conducted two districtwide training sessions, 82 school-site training sessions as requested by school administrators, and 40 internal audit visits to schools selected at random; 3) worked with the Office of Professional Standards, area offices, and the Office of Educational Accountability in ensuring that the DCPS Beginning Teacher Program is implemented according to state and local regulations; and 4) participated in 12 orientation sessions offered to all new teachers, in cooperation with the Bureau of Personnel Management.

1986-87 INDICATORS OF ACCOMPLISHMENT

6.a Summary report of findings and recommendations received from the Office of Educational Accountability.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Report completed by OEA and dated August 1987.

6.b Appropriate training components related to the "Experimental Alternate Certification Program for the Secondary Education" are included in the Master Plan for Inservice Education.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Three components (Classroom Management, Determining Instructional Strategies, and Student Evaluation Techniques) were included in the Master Plan for Inservice Education during 1986-87.

6.c Inservice records of program participation indicates that State Department of Education criteria have been met (90% of program participants attained at least 80% of component objectives).

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Of the 21 original program participants, 1 resigned and 1 relocated. All of the remaining participants completed the alternative certification program requirements.

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE SEVEN

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE BEGINNING TEACHER PROGRAM, WILL ENSURE IMPLEMENTATION OF THE EXPERIMENTAL ALTERNATE CERTIFICATION PROGRAM FOR SECONDARY EDUCATION BY DELIVERING REQUIRED INSERVICE TRAINING PROGRAMS. THIS WILL ENABLE DADE COUNTY TO COMPLY WITH STATE REQUIREMENTS FOR PARTICIPATING DISTRICTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Alternate Certification Program for Secondary School Teachers was offered to two groups of teachers (Arts and Science graduates), who also participated in the 180-day Beginning Teacher Program.

1986-87 INDICATORS OF ACCOMPLISHMENT

7.a Training schedules and logistics for delivering components that comprise the Experimental Alternate Certification Program for Secondary Education.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Training was offered on Saturdays in Classroom Management, Determining Instructional Strategies, and Student Evaluation Techniques, the components required by the State.

7.b List of participants who successfully complete the inservice experience.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

19 participants successfully completed the alternative certification program for secondary education during 1986-87.

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE EIGHT

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE TEACHER EDUCATION CENTER (TEC), WILL INCREASE UTILIZATION OF THE TEC PROFESSIONAL LIBRARY AND ITS SERVICES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Records confirm that utilization of the TEC library and its services has increased by 50% (goal was 10%). This tremendous growth can be attributed to greatly expanded services to include: 1) vertical file containing up-to-date and relevant information; 2) teaching ideas bank of materials for use in the classroom; 3) computer-generated bibliographies on current topics of interest; 4) personalized reference assistance searches; 5) expanded graphic services and equipment; 6) flexible hours of operation; and 7) district and administrative support in getting microfiche readers and library microfiche catalogs into the schools to facilitate phone requests and increase mailbag circulation.

1986-87 INDICATOR OF ACCOMPLISHMENT

Based upon an average utilization count for May and June 1986, data will be collected from July 1, 1986 to June 30, 1987, showing an average annual utilization increase of 10%.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See summary of accomplishment above.

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE NINE

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE TEACHER EDUCATION CENTER, WILL INCREASE PARTICIPATION IN SCHOOL-FOCUSED INSERVICE PROGRAMS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Teacher Education Center has increased the total number of school-site inservice courses offered during the 1986-87 school year by 63%. The total number of instructional personnel that successfully completed inservice courses increased by 30%.

1986-87 INDICATOR OF ACCOMPLISHMENT

Based on 1985-86 participation data, enrollment in school-focused inservice programs will increase at least 5% in 1986-87 and at least 10% in 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See summary of accomplishment above.

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE TEN

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE TEACHER EDUCATION CENTER, WILL INCREASE PARTICIPATION BY TEACHER AIDES AND TEACHER ASSISTANTS IN THE INTERNAL CERTIFICATION PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

During 1986-87, eighty-seven (87) Internal Certification courses were held with a total of 1,255 participants, an increase from 831 for the prior year. These participants earned 9,380 hours of inservice credit.

As of July 15, 1987, eighty-eight (88) teacher aides/teacher assistants are receiving pay increments as a result of their participation in the Internal Certification Program. Eight participants have completed the program within a year.

1986-87 INDICATOR OF ACCOMPLISHMENT

Based on 1985-86 participation data, enrollment in Internal Certification Program courses will increase by at least 5% in 1986-87 and at least 10% in 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

1985-86 participants	831
1986-87 participants	1,255

OBJECTIVE ELEVEN

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF NON-INSTRUCTIONAL SUPPORT TRAINING, WILL CONTINUE TO DIRECT SYSTEMWIDE TRAINING PROCESSES FOR ALL NEWLY HIRED, REASSIGNED, AND CURRENTLY EMPLOYED NON-INSTRUCTIONAL PERSONNEL. PROGRAMS WILL BE ENHANCED BY UTILIZING EXISTING COMPONENTS THAT ADDRESS HUMAN AND PUBLIC RELATIONS SKILLS TO REINFORCE THE NECESSARY AFFECTIVE SKILLS FOR EFFECTIVE COMMUNICATIONS IN A MULTI-CULTURAL SOCIETY.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

In addition to regular workshops and classes, a weekend retreat and follow-up was held for the purpose of upgrading skills.

End-of-the-year evaluations reflect the importance of human/public relations skills.

OEA NOTE: Data not provided by Bureau to support Self-Evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

11.a Training schedule for newly hired personnel identifying training in specific areas of assignment and program assessment records (supervisor and self-assessment instruments will yield data).

SELF-EVALUATION: Considerable Progress

Supporting Data:

Training programs offered for newly hired personnel include: After School Care Orientation, The New Bus Driver Human Relations, Internal Accounting New Elementary (Sec) Bookkeeping, and Word Processing I, Orientation.

11.b Schedule orientation activities for all newly assigned non-instructional personnel:

- ° Custodians
- ° Food Service Personnel
- ° Bus Drivers
- ° Teacher Aides
- ° Secretaries/Clerks
- ° Investigative Support Personnel

Participant/supervisor assessment records will be collected for all orientation activities.

SELF-EVALUATION: Considerable Progress

Supporting Data:

At least one orientation session was held with newly hired personnel in each non-instructional support group listed above.

11.c Training schedule that reflects human and public relations skills (team building sessions) for currently employed bus drivers, food service, clerical, maintenance, security, and custodial personnel. Program assessment records will be maintained.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Training programs offered included: Human Relations I, Personal Growth and Interaction, Understanding Your Role as School Monitor, Basic Concepts of Supervision: Head Custodian, Human Relations Substitute Bus Drivers.

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE TWELVE

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF NON-INSTRUCTIONAL SUPPORT TRAINING, WILL ESTABLISH A COUNTYWIDE CERTIFICATE PROGRAM FOR VARIOUS LEVELS OF SECRETARIAL, CUSTODIAL, AND CONFIDENTIAL EXEMPT PERSONNEL.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

1986-87 INDICATORS OF ACCOMPLISHMENT

12.a Participants will participate in training institutes offering varying levels of complexity/comprehension.

SELF-EVALUATION: Moderate Progress

Supporting Data:

OEA NOTE: Data not provided by Bureau to support Self-Evaluation.

12.b Appropriate pre/post instruments will be administered to determine mastery of skills.

SELF-EVALUATION: Little or No Progress

12.c The Bureau of Staff Development will confer certificates on those participants mastering skills that are presented in the training institutes.

SELF-EVALUATION: Little or No Progress

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE THIRTEEN

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF NON-INSTRUCTIONAL SUPPORT TRAINING, WILL EXPLORE THE FEASIBILITY OF DEVELOPING A COMPUTERIZED LISTING OF NON-INSTRUCTIONAL STAFF DEVELOPMENT COMPONENTS (MASTER PLAN) FOR THE PURPOSE OF SIMPLIFYING ON-SITE REGISTRATION AND RECORDKEEPING.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicator

1986-87 INDICATOR OF ACCOMPLISHMENT

Computerized link between all locations so that classes can be selected and reported as Satisfactory or Unsatisfactory.

SELF-EVALUATION: Little or No Progress

BUREAU OF STAFF DEVELOPMENT

OBJECTIVE FOURTEEN

THE BUREAU OF STAFF DEVELOPMENT, THROUGH THE DEPARTMENT OF MANAGEMENT TRAINING, WILL REFINE ITS PLAN FOR THE IMPLEMENTATION OF THE DADE ACADEMY FOR THE TEACHING ARTS (DATA) PROJECT (TEACHER DEVELOPMENT CENTER CONCEPT). THE PLANNING PROCESS WHICH WAS INITIATED DURING THE 1985-86 SCHOOL YEAR WILL CONTINUE AND THE DEVELOPMENTAL PHASE WILL BEGIN. THE DEVELOPMENTAL PHASE WILL FOCUS ON THE PROGRAM, TRAINING, AND MATERIALS NEEDED FOR THE IMPLEMENTATION OF THE PILOT PHASE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

DATA Pilot Program approved and funded by School Board. Resident Teachers and Adjunct Teachers were selected. Miami Beach Senior High School administrative and instructional staff were oriented and logistical arrangements were prepared.

1986-87 INDICATOR OF ACCOMPLISHMENT

Submission of implementation plan to the Board.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See summary above.

BUREAU OF GOVERNMENTAL RELATIONS

SECTION F

BUREAU OF GOVERNMENTAL RELATIONS

OBJECTIVE ONE

THE BUREAU OF GOVERNMENTAL RELATIONS WILL DEVELOP A PROCEDURE FOR THE IMPLEMENTATION OF THE EDUCATIONAL OBJECTIVES OF THE METRO MIAMI ACTION PLAN (MMAP), AND WILL ASSESS THE STATUS OF ALL EDUCATIONAL RECOMMENDATIONS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Completed Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Staff from the Office of Federal Projects Administration identified the bureaus/offices responsible for implementation of those recommended actions (RAs) assigned to Dade County Public Schools. An updated status report METRO-MIAMI ACTION PLAN-ATTACHMENT A - PROGRAMMATIC REPORT was submitted to this office by appropriate staff on June 3, 1987. Assessment of educational recommendations was based on Section B of each report.

OEA INDEPENDENT REVIEW

Objective Accomplished Relative to 1986-87 indicators: This objective was completed as indicated by the self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a By October 1986, Dade County Public Schools conducts an assessment of progress toward the MMAP goals.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

MMAP Programmatic Report for each recommended action assigned to DCPS was submitted to OFPA by responsible administrator.

OEA INDEPENDENT REVIEW

Indicator Accomplished: Appropriate documentation was presented and reviewed.

1.b The report presented to the Dade County community concerning accomplishments of each lead authority indicates a minimum of 35% corrective actions completed by the Dade County Public Schools by June 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Assessment of MMAP Programmatic Reports indicated that 26 of 30 actions assigned to DCPS were completed or implemented (86.7%).

OEA INDEPENDENT REVIEW

Indicator Accomplished: Appropriate documentation was presented and reviewed.

OBJECTIVE ONE (CONTINUED)

1.c An additional 10% of the action items (long-term goals) are expected to be corrected by 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Five action items were identified as long-term goals; at least 1 (20%) will be corrected by 1987-88.

OEA INDEPENDENT REVIEW

Not Applicable: No specific action required for 1986-87.

BUREAU OF GOVERNMENTAL RELATIONS

OBJECTIVE TWO

THE BUREAU OF GOVERNMENTAL RELATIONS WILL DEVELOP IMPROVED WORKING RELATIONSHIPS WITH COMMUNITIES TO BRING ABOUT IMPROVED RELATIONS BETWEEN THE DADE COUNTY PUBLIC SCHOOLS AND MINORITY COMMUNITIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau by Bureau/Office:

The Office of Federal Projects has continued contacts and meetings with Metro Miami Action Plan (MMAP), The Haitian American Community Association of Dade County (HACAD), the Neighborhood Network, the Greater Miami Urban League, the South Dade NAACP, the Chapter 1 Parents Advisory Committee and the Ministers and Laymen Association.

One significant accomplishment was through working with the Office of Basic Skills in developing a tutorial program in cooperation with the South Dade NAACP.

Another accomplishment was through coordinating, with the Office of bilingual Education and the Office of Adult and Vocational Education, the design and funding of an interdisciplinary tutorial program for Haitian students in the Edison High School feeder-pattern.

The office also coordinated, with the South Area Office, in establishing a Neighborhood Network Program in selected schools in South Dade County.

The issue of whether or not the Dade County Public Schools would join the City of Miami and Dade County Government in supporting MMAP was resolved through the Superintendent's recommendation to the School Board that MMAP would be contracted to provide services in the amount of $70,000 for 1986-87. The recommendation was approved at the School Board Meeting of July 22, 1987. (See Agenda Item A-19.)

The office was also involved in the initial stages of the development of PIE Initiative with the Urban League.

1986-87 INDICATOR OF ACCOMPLISHMENT

The number of issues designated by the Superintendent and brought before the School Board that remain unresolved or without a projected plan of resolution shall not exceed 20%.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The only issues assigned by the Superintendent were school based health clinics, tutorial programs with South Dade NAACP, MAAP funding, and HACAD tutorial, all of which were resolved or funded.

BUREAU OF GOVERNMENTAL RELATIONS

OBJECTIVE THREE

THE BUREAU OF GOVERNMENTAL RELATIONS WILL INCREASE DCPS BOARD MEMBERS' AND ADMINISTRATORS' AWARENESS OF EDUCATIONALLY RELATED LEGISLATION AT THE FEDERAL LEVEL.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Approximately 36 "Application for Grants" related to educational legislation and funding at the federal-state levels have been distributed since February 18, 1987. Documentation is on file in the Office of Federal Projects.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a The number of contacts to the Bureau of Governmental Relations concerning the legislation contained in federal status reports will increase or at least continue at the current level.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA NOTE: No data provided by Bureau to support self-evaluation

3.b Reports will be transmitted to the Superintendent and/or School Board Members within one month after the President's Budget, the U.S. Senate Budget, and the U.S. House Budget documents are presented.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Reports on the federal budget were submitted to the Superintendent.

OBJECTIVE FOUR

AS A RESULT OF COOPERATIVE PLANNING BETWEEN THE BUREAU OF EDUCATION, BUREAU OF SCHOOL OPERATIONS, AND AREA SUPERINTENDENTS, THE OVERALL MANAGEMENT OF THE ECIA, CHAPTER 1 PROGRAM WILL BE IMPROVED THROUGH THE USE OF PROJECT SUPPORT STAFF WITH INCREASED EMPHASIS ON COMPLIANCE ASPECTS OF IMPLEMENTATION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

This objective has been achieved through the effective utilization of the following strategies: (1) structured procedures for monitoring school-level program activities by Chapter 1 project staff in each area; (2) submission of compliance certification statements and supporting documentation from the principal of each Chapter 1 school; (3) scheduling of monthly staff meetings involving area and district personnel for the purpose of information sharing, problem identification and resolution, and monitoring updates.

The result of the implementation of the procedures referenced above has been a reduction in the amount of disapproved Chapter 1 expenditures in 1984-85 from $272,180.35 to $13,296.81 in 1986-87. School-level compliance monitoring time lines and procedures for area staff, and On-Site Monitoring Reports from the D.O.E. are on file as evidence of the process and product of this effort.

1986-87 INDICATOR OF ACCOMPLISHMENT

Citations from the Florida Department of Education are reduced.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See "Overall Summary of Accomplishments" provided above for Objective Four.

OBJECTIVE FIVE

THE OFFICE OF FEDERAL PROJECTS ADMINISTRATION WILL IMPROVE THE MANAGEMENT AND UTILIZATION OF COMPUTER-ASSISTED INSTRUCTIONAL RESOURCES BY CHAPTER 1 ADMINISTRATORS, TEACHERS, AND COMPUTER AIDES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Throughout the 1986-87 school year the Office of Federal Projects Administration improved the management and utilization of computer-assisted instructional resources by Chapter 1 administrators, teachers, and computer aides as follows:

1. All of the objectives and their corresponding materials were computerized on a data base.
2. Software correlation booklets in the areas of mathematics and language arts were updated.
3. Software replace policy for defective software was developed.
4. Eight new inservices (Software Preview Days) were provided allowing for training and software evaluation in content areas.
5. Workshops for Computer Literacy were developed and provided to Chapter 1 school staff.
6. An Integrated Computerized Management System was developed which incorporated an optical mark reader for scoring diagnostic tests and prescribing individualized instructional program.
7. Microcomputers, printers, and disk drives were allocated following an equitable formula based on the number of Chapter 1-eligible students per school.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a Microcomputer workshops conducted for all new aides and administrators at Chapter 1 schools during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Workshops were conducted during September 19-26, 1986 for all aides and facilitators.

All new aides participated in individualized training sessions throughout the school year 1986-87.

5.b Microcomputer workshops conducted for at least one teacher per Chapter 1 school during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Workshops were conducted during September 19-26, 1986 for all aides and facilitators.

Eight software preview days, providing microcomputer training and software evaluation in the content areas were also provided to Chapter 1 teachers and facilitators.

OBJECTIVE FIVE (CONTINUED)

5.c Microcomputer workshops available on an optional basis to teachers and administrators who have already received training during 1985-86.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Many workshops were conducted, on a request basis, throughout the 1986-87 school year. These workshops dealt with topics such as: Instructional Management, software evaluations and computer literacy skills.

5.d All computer labs utilize articulation forms and microcomputer hardware and software during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Educational Specialists visited each participating school at least once during the year to audit, review, and ensure that proper hardware, software, and recommended articulation forms were being used.

OBJECTIVE SIX

THE OFFICE OF FEDERAL PROJECTS ADMINISTRATION WILL WORK IN COOPERATION WITH THE OFFICE OF ELEMENTARY AND SECONDARY EDUCATION AND THE DIVISION OF STAFF DEVELOPMENT TO PROVIDE APPROPRIATE INSERVICE TRAINING TO BOTH FULL-TIME AND HOURLY INSTRUCTIONAL PERSONNEL WORKING IN THE STATE COMPENSATORY EDUCATION PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

County-wide training sessions for teachers and aides were not held because the reading and mathematics staffs, reduced in number in 1986-87, were fully committed to other workshops on the two teacher work days that were feasible for State Compensatory Education personnel. This cancellation was not considered a problem since no substantive program changes had been made since the successful workshops were held the previous year.

Office of Federal Projects Administration staff provided information regarding program compliance requirements to principals and assistant principals by memoranda and through monitoring visits to all senior high schools and ten junior high schools.

A workshop for senior high school assistant principals was conducted on October 20, 1986, in conjunction with Department of Basic Skills personnel. A presentation was made on November 5, 1986 to assistant principals and guidance counselors from schools in South Dade High School's feeder pattern.

Instructional strategies and compliance requirements were provided to staff, including teachers, at three elementary schools as part of program reviews.

Utilizing the above strategies, assistance was provided as needs were identified.

1986-87 INDICATOR OF ACCOMPLISHMENT

One or more teachers or teacher aides/assistants at each school having a State Compensatory Education program will have received training in program compliance requirements and appropriate instructional strategies for compensatory students.

SELF-EVALUATION: Little or No Progress

OBJECTIVE SEVEN

THE OFFICE OF FEDERAL PROJECTS ADMINISTRATION WILL ESTABLISH PROCEDURES/ACTIVITIES TO SEEK FUNDS FROM THE PRIVATE SECTOR (FOUNDATIONS, CONTRACTED PROGRAMS, ETC.) TO ASSIST THE DCPS IN CARRYING OUT ITS MAJOR EDUCATIONAL GOALS AND OBJECTIVES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Office of Federal Projects Administration (OFPA) has implemented the following procedures relative to Objective Seven:

1. As of 6/30/87, OFPA contacted forty-two foundations requesting statements of foundation policies, guidelines, general information, brochures or annual reports. Twenty-nine foundations/corporations were identified as having funding priorities compatible with DCPS educational goals and objectives.
2. Information was forwarded to appropriate bureaus/offices with specific instructions on proposal development and application processing.
3. OFPA staff members were available to provide technical assistance for proposal development to ensure adherence to DCPS' guidelines and foundation guidelines as well as to ensure processing of application in a timely manner.

1986-87 INDICATORS OF ACCOMPLISHMENT

7.a Personal contacts and visits will occur with at least five foundations during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Forty-one foundations were contacted for statements of program policies, grant application guidelines, general information, brochures or annual reports.

7.b During 1986-87, there will be an increase in private sector funds over the 1985-86 school year.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Two proposals have been submitted to the private sector for funding. Both are pending. A third proposal, cooperatively written by DCPS and the Department of Health, was submitted to the private sector and was approved for funding from the foundation. However, the governor refused to accept funding.

BUREAU OF BUSINESS MANAGEMENT

SECTION G

OBJECTIVE ONE

OFFICE OF FACILITIES MANAGEMENT

THE BUREAU OF BUSINESS MANAGEMENT, THROUGH THE OFFICE OF FACILITIES MANAGEMENT, WILL INCREASE PARTICIPATION OF MINORITY CONTRACTORS IN THE CAPITAL OUTLAY PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

See supporting data below.

OEA INDEPENDENT REVIEW

Little or No Progress: During the follow-up study of objectives for 1985-86, the Bureau of Business Management reported that actual awards to black MBE firms (including Booker T. Washington project) totaled $25,811,958. OEA determined that during 1986-87 the awards to all minority MBE firms totaled $15,173,812, a decrease from the prior year. The percent of total awards to minorities during 1986-87 was 25.9% while the district goal for awards to minorities is 52%. See OEA Independent Review under Indicator below for additional details.

1986-87 INDICATOR OF ACCOMPLISHMENT

Contracts/subcontracts totaling the following percentages of total awards, shall be awarded to MBE firms:

Blacks	17%
Hispanics	17%
Women	17%
Other	1%

SELF-EVALUATION: Considerable Progress

Supporting Data:

AWARDS	DOLLARS	% OF TOTAL AWARDS
Blacks	$ 22,801,254	50.2
Hispanics	7,683,817	16.8
Women	1,827,789	4.1
Non MBE Firms	13,111,938	28.9
Other	---	---
Totals	$ 45,424,798	100.0

BUREAU OF BUSINESS MANAGEMENT

OBJECTIVE ONE (CONTINUED)

OFFICE OF FACILITIES MANAGEMENT

OEA INDEPENDENT REVIEW

Little or No Progress: The Supporting Data provided by the Bureau of Business Management under self-evaluation, above, includes contracts totaling $45,424,798 awarded under PECO set-aside (Public Education Capital Outlay), sub-contracts, and prime sub-contracts. Other capital outlay awards in the amount of $35,611,408 were not considered in determining status of accomplishment of this indicator. The $35,611,408 includes architect/engineering services, special projects, and other capital outlay services which include furniture/equipment for new buildings. Additionally the $45,424,798 considered in the self-evaluation includes the Booker T. Washington Jr. project which was assigned to MBE firms as follows: $18,371,319 for black firms, $3,632,480 for hispanic firms, and $481,192 for women-owned firms.

It is the opinion of OEA evaluators that: 1) All capital outlay awards should be included in determining the accomplishment of this indicator, and 2) The Booker T. Washington project should not be included in 1986-87 projects because the bid date was 11/26/85 and the Bureau of Business Management reported in last year's study of follow-up of accomplishment of objectives that the project had been awarded to a black MBE firm in 1985-86. The table below provides a summary of all capital outlay awards during 1986-87 and MBE participation, excluding the Booker T. Washington project.

SUMMARY OF ALL CAPITAL OUTLAY AWARDS DURING 1986-87

GROUP	ALL PROJECTS*	% OF TOTAL AWARDS
Black	$ 4,522,830	7.7
Hispanic	9,304,385	15.9
Women	1,346,597	2.3
Other (Asian, etc.)	0	0
Total MBE	15,173,812	25.9
Non MBE	43,377,302	74.1
Total Awards	58,551,114	100.0

*Includes PECO, sub-contracts, prime sub-contracts, A/E services, special projects, and other capital outlay services. Excludes Booker T. Washington project.

BUREAU OF BUSINESS MANAGEMENT

OBJECTIVE TWO

OFFICE OF FACILITIES MANAGEMENT

THE BUREAU OF BUSINESS MANAGEMENT, THROUGH THE DEPARTMENT OF FACILITY PLANNING AND CONSTRUCTION, WILL IMPROVE THE QUALITY OF ARCHITECTURAL AND ENGINEERING SERVICES PROVIDED BY CONSULTANTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Department of Facility Planning and Construction has implemented two new systems to improve the quality of architectural and engineering services provided by consultants.

The first system is the automated change order tracking system. This generates errors and omission data that will be integrated into the revised architect/engineer selection procedures which are in the process of being developed.

When the new selection procedures are fully implemented, the errors and omission by the architect/engineer will be used to score past performance of the architect/engineer under consideration for a new commission. When compared with other architects/engineers who have had previous commissions with the School Board, the new procedures will tend to favor the architect/engineer with the best errors/omissions record.

The second system is that of the "POST OCCUPANCY EVALUATION". This system was developed and utilized for eleven modified prototypical elementary schools designed by Lemuel Ramos Associates. The final report will be submitted to the Capital Improvement Committee this fall.

Now that the POST OCCUPANCY EVALUATION process has been established, it can be used to evaluate other designs of completed schools. The report provides information that will be utilized to improve a reuse design, modify current master specifications, and feedback information.

This information will be utilized by everyone involved in programming, design, construction and maintenance to improve the design of new schools and major additions.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a The percentage of errors and omissions change orders is reduced during 1986-87.

SELF-EVALUATION: Considerable Progress

Supporting Data:

The automated change order tracking system became operational in the fall of 1986. With this system, the errors and omissions made by the architect/engineer for each change item is noted and a cumulative total project is maintained.

This system generates a cumulative total for architect/engineer errors and omissions on a project by project basis. Although the system is not fully integrated for cumulative totals for all errors and omissions for projects active during a specific year, these totals are manually calculated.

The architect/engineer errors as a percentage of total contracted construction dollars is 0.37% for the fiscal year 1986-87. The omission rate is 0.63% calculated by the same method. Because 1986-87 is the year in which the automated system was implemented, it will be the base year to which future year performance will be compared.

OBJECTIVE TWO (CONTINUED)

OFFICE OF FACILITIES MANAGEMENT

2.b The operational effectiveness and functionality of designs is evaluated during 1986-87 using newly-developed instruments and procedures.

SELF-EVALUATION: Considerable Progress

Supporting Data:

The Department of Facility Planning and Construction with the Consulting Architect developed instruments and procedures for evaluating completed operational projects with the objectives of modifying design criteria accordingly. This process and resulting report is termed "POST OCCUPANCY EVALUATION" (POE).

Status of Accomplishments as of June 30, 1987:

1. A subcommittee of the Capital Improve Committee was formed consisting of representatives of the Department of Facility Planning and Construction, the Consulting Architect and the Bureau of Education.
2. Procedures and format for conducting the survey were established utilizing State of Florida Department of Education procedures and forms as guides, modified to meet local conditions and the specific projects to be evaluated.
3. The eleven prototypical elementary schools designed by Lemuel Ramos Associates were chosen because these were the most recent series of schools built (10 modified reuses) which offered the best opportunity for comparisons.
4. Procedures and forms were approved by the Capital Improvement Committee.
5. A network of monitors were selected and trained who would monitor the acutal survey at each school.
6. Monitors visited the schools and met with the principals, the faculty, the staff and a small group of selected students to explain the purposes and procedures of the "POE".
7. Survey was performed.
8. Raw data was collected tabulated and evaluated.
9. Draft of "POE" report was prepared by subcommittee with conclusions and recommendations.
10. Final report to go to the Capital Improvement Committee after June 30, 1987.

OBJECTIVE THREE

OFFICE OF FACILITIES MANAGEMENT

THE BUREAU OF BUSINESS MANAGEMENT, THROUGH THE OFFICE OF FACILITIES MANAGEMENT WILL ENHANCE THE CAPITAL IMPROVEMENT PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The percentage of needs met as measured by total expenditure of Capital Outlay funds increased by 11% and although the total Capital Outlay Budget increased by 6.2% from 1986-87, a 2% reduction in unencumbered funds was realized. The CIF work order completion rate increased 6.8%. However, total work orders increased nearly 18%, resulting in an apparent increase in the backlog. The Department of Facility Planning and Construction is working to reduce design build time by developing procedures for a design build method of construction as well as revising existing plans.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a Increase in percentage of needs met.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The percentage of needs met as measured by the comparison of Capital Outlay committed, encumbered and expended at year end 1987 vs 1986 increased 11%.

OEA NOTE: The Office of Facilities Management did not address this indicator in terms of the overall capital outlay needs.

3.b Reduction in Capital Outlay Budget available balance remaining at year end.

SELF-EVALUATION: Little or No Progress

Supporting Data:

"At Year End 1987, 32% of the Capital Outlay Budget remained".

3.c Reduction in CIF project backlog.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Comparing the performance of the CIF Department during 1986-87 versus the preceding period 1985-86, work orders completed increased from 7494 to 8005, i.e., 6.8%. However, new work orders increased 17.9% from 8208 to 9675. Requested staff increases have just materialized and will reduce backlogs further next year.

OFFICE OF FACILITIES MANAGEMENT

3.d Reduction in total design/build time.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The Consulting Architect is in the process of developing a "bid package" for the "design/build" method of constructing a new "AAA" senior high school based on The Board Approved Facilities List for a capacity of 3006 students.

The Bureau of Business Management, the Office of Facilities Management, the Department of Facility Planning and Construction, the Bureau of Education and the Consulting Architect have been working jointly to produce the educational specifications, schematic designs, master specifications, general conditions of the contract and other "front end documents" necessary to bid the project.

Various alternative designs and bidding procedures are being explored. New schools built by other School Boards by the "design-build" method are being researched to gain additional knowledge about this method of construction. Input from design-build contractors is being solicited to refine the bidding package so that it will produce the most competitive and cost effective bid, while retaining necessary owner control of certain decisions.

The design and construction of a senior high school of 3,006 students in Dade County utilizing conventional project architect services and competitive bidding of the construction would take approximately 60 months. It is currently projected that the "design build" method using the Consulting Architect and bidding the project will take approximately 45 months, a savings of 25%.

It is anticipated that the project will go out for bids by the end of 1987. If this method proves successful, it will be utilized for future projects.

Another method of reducing the total time it takes to design and build a new school is the reuse of architect's plan. This method is currently being used for construction of new elementary and junior high schools. When new architects are selected for implementation of the 1987-88 capital outlay program, there will be an opportunity to develop more prototype plans for reuse, thereby giving the School Board an opportunity to resue more than one prototype design.

OBJECTIVE FOUR

OFFICE OF FACILITIES MANAGEMENT

THE BUREAU OF BUSINESS MANAGEMENT, THROUGH THE OFFICE OF FACILITIES MANAGEMENT, WILL IMPROVE THE MAINTENANCE AND CUSTODIAL SERVICES PROVIDED TO THE SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Overall there has been moderate progress on this objective for both maintenance and custodial services combined. Individually there was little progress, districtwide, in custodial services due to the program being still in a pilot mode and limited only to three Feeder Patterns. On the other hand there has been considerable progress in maintenance improvement districtwide, due to the implementation of the Zone Mechanic Program and to the decentralization/reorganization of Maintenance (addition of two Maintenance Satellites).

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a Annual increases in ratio of services provided to dollars expended are obtained for 1986-87 and 1987-88.

SELF-EVALUATION: Not Applicable

Supporting Data:

OEA NOTE: No supporting data was provided. The self-evaluation of "Not Applicable" does not seem to be appropriate because this indicator has been in the District Comprehensive Plan since 1985-86.

4.b Involvement of school level administrative staff in custodial/maintenance matters is reduced.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Little progress overall due to Custodial Services Improvement Program still in pilot mode and limited only to three Feeder Patterns. Moderate progress with maintenance due to the successful Zone Mechanic Program implementation which is over 2/3 in place, but temporarily on hold due to problems with minority trades person recruitment.

4.c The maintenance backlog is reduced annually for North Area schools.

SELF-EVALUATION: Little or No Progress

Supporting Data:

The number of outstanding "Trades" work orders ("backlog") at the end of June, 1987, has been inflated by the initial survey efforts and continued attention of the Zone Mechanics, who uncovered extensive maintenance needs not previously reported by the schools.

OFFICE OF FACILITIES MANAGEMENT

4.d School inspection reports and surveys of principals indicate maintenance districtwide is improved annually.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Verbal and written feedback from School Site Administration and Area Directors indicates considerable progress in the improvement of maintenance districtwide, due to the aforementioned Zone Mechanic program and to the decentralization/reorganization of Maintenance (addition of two Maintenance Satellites).

4.e School inspection reports indicate custodial services of North Area schools is improved annually.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Safety to Life Evaluations showed that all pilot program schools were cleaner, not dramatically, but better than before the program -- of the seven schools evaluated (out of 29 in program) three showed slight improvement while four showed continued substantive improvement. Additionally, the attached letter from the State of Florida DOE Office of Educational Facilities Evaluation indicates a positive evaluation of the program and progress made towards improved custodial service.

OBJECTIVE ONE

OFFICE OF SUPPORT OPERATIONS

THE DEPARTMENT OF FOOD AND NUTRITION SERVICE WILL ASSURE COMPLIANCE WITH LOCAL, STATE AND FEDERAL RULES AND REGULATIONS BY PROVIDING A COMPREHENSIVE SYSTEM FOR THE DETERMINATION OF ELIGIBILITY TO RECEIVE THE BENEFITS OF THE SCHOOL LUNCH AND BREAKFAST PROGRAMS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

This objective deals with correcting all deficiencies noted in the Office of Inspection General Audit. As of June 30, 1987 all noted deficiencies have been corrected.

New systems were developed by MIS to completely automate the Free and Reduced Price Meal Approval Procedure as well as the Federally required Verification Procedures. These new procedures are now a permanent part of the School Food Service Procedures and are detailed in Parts D-2 and D-3 of the Manual.

OEA INDEPENDENT REVIEW

Objectives Accomplished Relative to 1986-87 Indicators: The objective had essentially been accomplished relative to indicators for 1986-87.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a The error rate in the approval of free and reduced price meal applications is annually reduced districtwide from the baseline year figure of 18% to less than the 10% tolerance level allowed by the Department of Education.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Original Office of Inspector General audit done 4/21/87 - 5/21/87

OEA INDEPENDENT REVIEW

Indicator Accomplished: Letter from Administrator, Food and Nutrition Management, Florida Department of Education confirms that the error rate was within the allowable tolerances (less than 10%).

1.b A system is in place to reduce school administrative and clerical time required for approval of meal applications.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Complete computerization approval of the free and reduced price meal application instituted 9/1/86.

OEA INDEPENDENT REVIEW

Indicator Accomplished: Computerized procedures automatically calculates a student's lunch eligibility status.

OBJECTIVE ONE (CONTINUED)

OFFICE OF SUPPORT OPERATIONS:

1.c Verification of free and reduced meal applications are accurately completed within the December 15th time frame as required by federal regulation.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Out of 3889 applications selected for verifications, 3832 or 98.53% were verified by December 15, 1986.

OEA INDEPENDENT REVIEW

Considerable Progress: As indicated in the self-evaluation.

1.d A system is in place to provide a correct random sample of the number of students chosen for income verification.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

MIS generates the 4% sample and sends lists to the schools.

OEA INDEPENDENT REVIEW

Indicator Accomplished: Revised procedures for verification of the approved free and reduced price meal applications were implemented effective April 1987 (Federal legislation requires that a minimum of 3% of the applications on file be verified).

OBJECTIVE TWO

OFFICE OF SUPPORT OPERATIONS

THE DEPARTMENT OF FOOD AND NUTRITION SERVICE WILL IMPROVE THE FOOD SERVICE OPERATION BY DEVELOPING A PLAN TO MEET EQUIPMENT AND FACILITY REQUIREMENTS FOR A SAFE, EFFICIENT AND EFFECTIVE FOOD SERVICE PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The only weak area is that of developing the overall ten year plan for equipment replacement. Over $4 million dollars worth of major equipment which is over 25 years old has been identified. Average useful life of well maintained kitchen equipment is 15-18 years. After identifying this equipment the data will be entered into a LOTUS program.

Plans are to convert at least one more school bus this year, thus reducing the open trailer inventory by 3 or 4 units.

Training of managers and cashiers on the POS registers is on a continuing basis. Managers are being trained on the use of the terminals as they are installed.

Best estimate on overall completion of objective two is 85%.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a A long range plan is developed to meet state statutory requirements for equipment and facilities.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Work was initiated on this project but was not completed mainly due to the necessity to prioritize the purchase of $1,000,000 worth of specially funded equipment. Estimate progress to be 50%.

2.b Six vehicles for transporting food are in service to replace twelve to eighteen trailers more than fifteen years old resulting in a safer transportation system.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Food is being satellited to various locations utilizing seven (7) trucks or converted school busses.

2.c POS registers are in place and maintained in good working order for improved cash control.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All initial needs have been filled. Due to increased participation in some schools additional POS registers are continually being purchased.

2.d Data entry/retrieval terminals are in place in all food production sites resulting in a more effective system for cost and inventory control.

SELF-EVALUATION: Considerable Progress

Supporting Data:

96.5% complete based upon 176 Base School Locations. MIS in charge of actual installations.

BUREAU OF BUSINESS MANAGEMENT

OBJECTIVE THREE

OFFICE OF SUPPORT OPERATIONS

TO CORRECT THE DEFICIENCIES CITED IN THE MANAGEMENT AUDIT OF THE DEPARTMENT OF TRANSPORTATION, DATED JANUARY 21, 1986.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

1. Comprehensive 10 year bus replacement plan implemented.
2. Preventive maintenance program fully implemented.
3. Improved fuel system in place.
4. Compound/bus security program implemented.
5. Significantly reduced absenteeism from 18% to 1-12%, depending on location.
6. North, North Central and South Transportation centers significantly improved.
7. Ecosystems programming software and map being updated.
8. Transferred $750,000 inventory from S & D to D.O.T.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a By June 30, 1988, an audit of the Department of Transportation conducted by the Division of Management Audits will indicate a correction of 70% of the deficiencies cited in the audit of January 21, 1986.

SELF-EVALUATION: Not Applicable

Supporting Data:

No specific report required for 1986-87. (See summary above for progress thus far.)

3.b By June 30, 1989, an audit of the Department of Transportation conducted by the Division of Management Audits will indicate a correction of 95% of the deficiencies cited in the audit of January 21, 1986.

SELF-EVALUATION: Not Applicable

Supporting Data:

No specific report required for 1986-87. (See summary above for progress thus far.)

BUREAU OF ADMINISTRATIVE OPERATIONS

SECTION H

BUREAU OF ADMINISTRATIVE OPERATIONS

OBJECTIVE ONE

PUBLIC INFORMATION/MARKETING: STRIVE TO CONTINUE TO ENHANCE PUBLIC CONFIDENCE IN THE DADE COUNTY SCHOOL SYSTEM AND IN THE EDUCATIONAL PROGRAMS AND SERVICES IT PROVIDES BY STRENGTHENING DISTRICT COMMUNITY RELATIONS EFFORTS AND BY CONTINUING TO IMPLEMENT A "MARKETING" PROGRAM IN COOPERATION WITH THE GREATER MIAMI CHAMBER OF COMMERCE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Through its districtwide marketing efforts, the Bureau has continued to enhance public confidence in the Dade County School System and in the educational programs and services it provides.

Specific involvement includes joint ventures between the business community at large and Dade County Schools through such activities as the New Teacher Orientation, the QUIIP Luncheon, Greater Miami Chamber of Commerce Goals Conference, the Congressional Partnership Weekend and the National School Recognition Conference.

1986-87 INDICATOR OF ACCOMPLISHMENT

Schedules, lists, plans, publications, and proposals as referenced below are available.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

A status of accomplishment of the strategies for 1986-87 is provided below:

1.1 As a result of an effort begun in 1985-86, work with the Greater Miami Chamber in the implementation of plans to "market" the Dade County School System to the Dade County community - Completed.

1.2 Work with the Office of Educational Accountability on development of a public opinion survey of the Dade County community, assessing feelings about the quality of DCPS program and services, and community aspirations and expectations for the school system - Completed (report to be presented to the School Board in December 1987).

1.3 Utilize, at such events as the Dade County Youth Fair, a portable display, produced in 1985-86, to promote the Dade County Public Schools and provide information concerning its varied programs and services - Completed.

1.4 Plan and implement a selective program of newspaper advertisements, billboard advertising, and radio/television P.S.A.s designed to publicize and promote the good news about DCPS - Completed.

1.5 Sponsor an International Student Conference to feature Dade County Public Schools as a global school system and to promote ties with schools in Latin America - Completed.

1.6 Co-host a National School Recognition Conference in cooperation with the California State Department of Education and the University of Chicago to be held during February 1987 - Completed.

1.7 Promote the school district's artistically talented students by providing showcases for their talents through such events as Schoolfest - Completed.

1.8 Create and market video-taped multi-image programs to assist principals and supervisors in publicizing and promoting their schools, special programs, and DCPS in general, particularly including for 1986-87, the following: Office of Professional Standards FCEM training tape; Inner-City Marine Project promotion; School Volunteers/Dade Partners informational slide tape; and an Office of Vocational, Adult and Community Education promotional/informational tape - Partially Completed.

OBJECTIVE ONE (CONTINUED)

1986-87 INDICATORS OF ACCOMPLISHMENT (continued)

1.9 Work with Southern Bell, a Dade Partner, in publicizing the 1986-87 telephone directory cover promoting educational excellence in the Dade County Public Schools - Completed.

1.10 Explore the possibility of producing the 1985-86 Superintendent's Annual Report as a newspaper insert to a Sunday Miami Herald, so as to increase the circulation and readership of the report - Completed.

1.11 Develop a Dade School's monthly radio program, "Education Beat", designed to highlight outstanding educational programs offered by DCPS and the achievements of our students and staff - Completed.

1.12 Implement full production of a quarterly newsletter (Advocate) to brief such business leaders as corporate chief executive offers and recruitment personnel on outstanding DCPS program accomplishments and other pertinent facts about the school system - Completed.

1.13 Publish and distribute a guidebook to the Dade County Public Schools, which provides readable and understandable information about the programs, services, and operation of the Dade County Public Schools - Completed.

1.14 Work with local realty companies in the development of copy about DCPS programs to be placed within newsletters and other widely distributed real estate publications - Completed.

1.15 Reach out to Black and Hispanic parents through a weekly column in The Miami Times, a black news weekly, and Diario Las Americas, a Spanish newspaper, conveying a clear message regarding the program services of the Dade County Public Schools. Also, develop and implement plans to produce taped messages to be aired on Black and Spanish radio stations - Completed.

1.16 Begin, in 1986-87, on production of selected DCPS publications to be translated into Spanish for use by Hispanic patrons - Completed.

1.17 As an outgrowth of the booklet published for the Centennial banquet, produce a book on the full history of the Dade County Public Schools for dissemination throughout the community and nation - Completed.

1.18 Produce a brochure providing an enlarged map of Dade County, showing the location of individual schools for use by realtors and others who wish easy reference to such information - Completed.

1.19 Send updated Dade County Public Schools promotional publications to the offices of Dade County pediatricians and realtors so that these publications might be placed in the outer offices of such firms so as to reach a larger segment of the public - Completed.

BUREAU OF ADMINISTRATIVE OPERATIONS

OBJECTIVE TWO

INTERNAL MARKETING: DEVISE AND IMPLEMENT AN INTERNAL MARKETING CAMPAIGN TO BOOST EMPLOYEE MORALE AND PRODUCTIVITY, IN BOTH SCHOOLS AND ADMINISTRATIVE OFFICES THROUGHOUT THE SCHOOL SYSTEM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Internal Marketing Campaign, "I Make the Difference" Program, has proven to be very successful in strengthening district community relations through recognition of Dade County Public Schools' employees and community people. Verbal feedback from teachers who have served as school liaisons suggest that the strategies used to implement the program have been highly effective and in many cases have made a significant difference in overall employee morale and productivity at schools.

1986-87 INDICATOR OF ACCOMPLISHMENT

Plans, publications, and reports as referenced below are available.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

A status of accomplishment of the strategies for 1986-87 is provided below:

2.1 Work with the Office of Educational Accountability on development of an opinion poll of employees to provide information on which to base other internal marketing strategies - Completed (OEA is presently analyzing results of the study).

2.2 Develop an Employee Recognition Program to honor employees with long records of outstanding service to the school system - Completed.

2.3 Identify a marketing coordinator at each school to work with the Department of Community Relations in the development of an internal marketing plan to meet the needs of each school - Completed.

2.4 Plan regional workshops, with the cooperation of marketing experts from the private sector, to inform school-site marketing coordinators about strategies and techniques - Completed.

2.5 With school-site marketing coordinators, develop a marketing program based on the theme, "Educators Make the Difference;" suggested elements of the program could include recognition of outstanding personnel, instructional, non-instructional and administrative, based on the theme, "I Make the Difference" - Completed.

2.6 Pursuant to a provision of the UTD/UOPD labor contract plan with the UTD/UOPD for development of an Office Employee of the Year program similar to the Teacher of the Year Program - Completed.

2.7 Develop a teacher recruitment package consisting of printed and video materials that describe outstanding DCPS programs and other pertinent facts about the school system to encourage potential teachers to seek employment in DCPS - Completed.

BUREAU OF ADMINISTRATIVE OPERATIONS

OBJECTIVE THREE

COMMUNITY INVOLVEMENT: WORK WITH, ASSIST, AND PROVIDE INFORMATION TO INDIVIDUALS, AGENCIES, AND SUPPORT GROUPS WITHIN THE DADE COUNTY COMMUNITY IN ORDER TO STRENGTHEN UNDERSTANDING OF AND SUPPORT FOR THE SCHOOL SYSTEM, AND TO ENSURE THAT PROGRAMS AND SERVICES ARE RESPONSIVE TO PUBLIC ASPIRATIONS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Bureau has continued to work and provide information to individuals, agencies and support groups within the Dade County community in order to further strengthen public confidence and support of the Dade County Public School System.

Specific involvement includes joint ventures between the Dade County Public Schools and Metropolitan Dade County, as well as collaboration with Broward County in hosting a joint Citizen Advisory Regional Conference. The Bureau also maintains close ties with Dade County Citizen Advisory Committees and other citizen groups in an effort to strengthen understanding and support for the school system and to ensure that programs are responsive to public aspirations.

OEA INDEPENDENT REVIEW

Objective Accomplished: The objective has been accomplished relative to 1986-87 indicators as stated in the self-evaluation. (Note: Some of the strategies listed below are continuing functions of the Bureau of Administrative Operations and as such it is recommended that they not be included as an "objective" in future plans unless specific improvements are anticipated.)

1986-87 INDICATOR OF ACCOMPLISHMENT

Programs, reports, agendas, guidelines, and charts as noted below are developed.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

A status of accomplishment of the strategies for 1986-87 is provided below:

3.1 Meet periodically with the leadership of the district and regional advisory committees and the PTA to provide an indepth briefing on key school system issues - Completed.

3.2 Produce a Citizen Advisory Committee Handbook to aid effective citizen involvement in the school system, by addressing such items as: by-laws, parliamentary procedures, agenda development, minute-taking, effective meeting formats, writing recommendations, media tips, alphabet soup of terms frequently used in the school system, and a checklist of responsibilities for chairpersons - Partially Completed (presently being completed).

3.3 Co-sponsor with the Florida Department of Education's Office of Citizen Involvement and the Broward County School District, a South Florida Regional Conference to provide the opportunity for advisory committee leaders from seven South Florida school districts to share information and learn new techniques to aid the optimal functioning of citizen advisory committees - Completed.

3.4 Study the DCPS Citizen Advisory Committee program, now in operation unchanged for 5 years, to determine if there is any need to consider recommending to the Board any changes in the guidelines and overall structure - Completed (program presently being revamped).

OBJECTIVE THREE (continued)

1986-87 INDICATOR OF ACCOMPLISHMENT (continued)

3.5 Convene a districtwide community involvement conference in order to provide parents and other members of the public the opportunity for face-to-face communication with local DCPS school officials as well as candidates for state Commissioner of Education - Completed.

3.6 Work with officials of Metropolitan Dade County in the establishment of a schedule of agenda topics for meetings between the Dade School Board and Board of County Commissioners on subjects of mutual interest and concern - Completed (meetings occur every few months).

3.7 Cooperate with Burger King Corporation in the implementation of a student incentive program in the elementary schools designed to improve student attendance, behavior, and academic achievement - Completed (Program is on-going).

3.8 Provide staff assistance to the Dade County Foundation for Excellence in Public Education as it expands its teacher mini-grant program and begins a principal mini-grant component - Completed.

3.9 Develop and distribute an Ambassadors for Public Education (APE) brochure to realtors, corporate relocation officers, and personnel directors, chambers of commerce, and Dade Partners - Completed.

3.10 Design and implement a component within the Dade Partners and Ambassador for Public Education (APE) Programs to promote Feeder Pattern Mall Showcases - Completed.

3.11 Continue district support of the Dade County Council of PTA/PTSA begun in 1985-86, including part-time clerical assistance, to assist that organization in increasing its membership and visibility and its substantive participation in school system affairs - Completed.

3.12 Provide staff assistance to the regional and state PTA organizations in order to enhance their effectiveness in achieving commonly shared educational goals with the district - Completed.

3.13 Design a component within the School Volunteer Program that will facilitate corporate release time to employees to volunteer in schools - Completed.

3.14 Design and implement a training program for school volunteers on developing critical thinking skills in students - Completed.

3.15 Design a component within the School Volunteer Program to identify and train volunteers to implement the Delphi Foundation Program, "Just Like Me" - Completed.

3.16 Design and distribute an intergenerational brochure to promote the School Volunteer Adopt-A-Grandparent Program in the schools, retirement/nursing homes, and organizations and agencies serving the elderly - Completed.

3.17 Design and implement an inservice training program for school volunteer liaisons who work with the school-based Adopt-A-Grandparent Programs - Completed.

3.18 Preview the "Neighbors Involved in Kids' Education" (NIKE) program and explore the possibility of implementing the program in Dade County through collaborative efforts between the School Volunteer Office and the Community Education Department - Completed.

3.19 Design, publish, and distribute a new Dade Partners brochure - Completed.

3.20 Expand the area-based Dade Partners Advisory Program piloted in the North Area during 1985-86 to other administrative areas - Completed.

3.21 Develop the "Key Legislative Communicators" list, produced in 1985-86, into a booklet which can be easily shared with members of the Dade Legislative delegation and the nearly 600 educational advocates included in the list - Completed.

3.22 Upon approval from the Florida Department of Education, identify staff to design and implement the Senior Mentor Program - Completed.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was essentially accomplished as stated in the self-evaluation.

OBJECTIVE FOUR

SAFE SCHOOLS: PLAN, COORDINATE, AND MONITOR PROGRAMS, ACTIVITIES, AND PROJECTS WITH FOCUS DIRECTLY ON CONTINUED ENHANCEMENT OF A SAFE SCHOOL ENVIRONMENT TO ENSURE THAT EFFECTIVE PURSUIT OF LEARNING CAN TAKE PLACE IN ALL DADE COUNTY SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Youth Crime Watch Program experienced a very successful year participating in many activities in elementary schools. A speakers bureau was organized with private corporations.

Training was provided on two separate work days to address the responsibilities of the school monitors.

In the area of crime prevention, officers were assigned as School Resource Officers to eight schools. They have been able to address the problems of trespassers, while providing a valuable classroom service on such subjects as drug prevention, child abuse and establishing a role model for students. The narcotics team was placed into operation from existing resources and was responsible for the apprehension of over 65 individuals for the possession and/or the sale of narcotics.

Funds were provided to allow replacement of approximately 30% of the vehicle fleet of S.I.U., thus reducing our maintenance cost and provided for retaining a fleet of vehicles that are safe.

1986-87 INDICATOR OF ACCOMPLISHMENT

Reports, statistics, agendas as noted below.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Reports, statistics, agendas produced include the following:

Annual Youth Crime Watch Report
Training Records of S.I.U.
Budget Documents
20th Annual Report of S.I.U.

OBJECTIVE FIVE

EQUAL EDUCATIONAL OPPORTUNITY: MONITOR EQUAL EMPLOYMENT AND EDUCATIONAL PRACTICE AND THE STATUS OF EQUITY IN OPPORTUNITIES FOR ALL SCHOOL SYSTEM PERSONNEL AND STUDENTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

During the 1986-87 school year, nineteen charges of discrimination were filed with the Equal Employment Opportunity Commission (EEOC) against the Dade County Public Schools. Ten of these cases have been successfully closed by this division with an EEOC Determination of No Reasonable Cause and no court settlement cost to the district. Eight additional cases pending from the 1985-86 school year were also successfully closed with no cost to the district.

In addition, three of the four charges filed with the Office for Civil Rights (OCR) have been successfully closed with an OCR finding of No Violation of Federal Regulations.

All of the one hundred and fifty Affirmative Action cases filed with this Office were successfully closed with no adverse impact on the school district.

The Division of Equal Education Opportunity reviewed 154 MCCP job descriptions for compliance with equal employment guidelines; served on twenty five district committees; and organized and sponsored several major workshops for district personnel.

1986-87 INDICATOR OF ACCOMPLISHMENT

Reports as noted below.

SELF-EVALUATION: Objective Accomplished

Supporting Data:

The Office of Equal Educational Opportunity produced the following major reports and surveys as part of the monitoring of the equal employment and educational practices of the district: Semi-Annual Report to the U.S. District Court; Feeder Patterns; Staffing Patterns; Annual Update Florida Educational Equity Act; Report on Controlled Staffing; Florida Educational Equity Act Survey of Athletics; Fast-Pitch Softball Interest Survey.

BUREAU OF ADMINISTRATIVE OPERATIONS

OBJECTIVE SIX

SCHOOL BOARD ADMINISTRATION BUILDING (SBAB) OPERATIONS: DEVELOP AND IMPLEMENT A STABLE, IMPROVED OPERATIONAL SYSTEM FOR BUILDING SUPPORT SERVICES WITHIN THE CENTRAL OFFICE BUILDING COMPLEX.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment - Self-Evaluation

The Department of SBAB Operations, in order to meet its objectives, has implemented and/or enhanced procedures relating to the custodial work force, energy management, safety and services. In accomplishing its goals the department has, in many instances, worked cooperatively with other offices.

In the custodial area several enhancements have occurred:

1. Addition of a weekend custodian.
2. Issue of radio (walkie-talkie) to each custodian in order to improve response time and to facilitate locating of personnel.
3. Custodial training: cleaning and safety procedures in cooperation with Plant Operations.
4. Twice daily cleaning schedule for bathrooms, public areas, receiving dock and outdoor areas surrounding the complex.
5. Implementation of work order system.
6. Receiving area procedures have been implemented.

In the safety area the following has occurred:

1. Removal of combustible storage from hazardous areas.
2. Cleaning of mechanical rooms to enhance fire prevention (oil removal, paper, etc.)
3. Removal of asbestos from air conditioning rooms.
4. Addition of safety rails in boiler rooms.
5. Addition of a Key Control System.

In the area of energy management, the air conditioning system has been improved resulting in an energy savings of $64,600, and an energy rebate to the department of $26,000.

In the area of building services:

1. Shuttle service between SBAB and the Personnel Building.
2. Replanting of the WLRN parking lot.
3. Addition of plants to lobby areas.
4. Installation and staffing of the Message Center to serve director level administrators and above. NOTE: An additional console is being installed and, when staffing is complete, service will be expanded to other building administrators.
5. The Dining Facility has expanded service and, once security shutters are installed, will serve as a lounge until 6:00 p.m. daily.
6. At the request of SBAB Operations and Risk Management personnel, Metro-Dade County has altered its shuttle schedule in order to mesh with SBAB employee work hours and enable them to use the shuttle for Metro Rail access.
7. Parking and housing needs of SBAB employees have been addressed with the finalization of a Lease Agreement with Biscayne Investment Corp. Negotiations were a joint effort of the Bureau of Professionalization and District Management and the Office of Facilities Management.

OBJECTIVE SIX (continued)

1986-87 INDICATOR OF ACCOMPLISHMENT

Plans, schedules, and reports as noted below.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Plans, schedules, reports, and other documents produced include the following:

Comprehensive Plan for Management of SBAB Complex
Directions for Use of Message Center
Receiving Area Procedures
Lease Agreement with Biscayne Investment Corp.
Custodial Work Schedules
Energy Report
Cleaning Schedules and Procedures
Key Control Procedures
Building Maintenance Logs
SBAB Procedures Manual - (in progress)

Also see summary of accomplishments provided on the prior page.

BUREAU OF FINANCIAL AFFAIRS

SECTION I

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE ONE

THE BUREAU OF FINANCIAL AFFAIRS WILL SEEK TO ATTAIN LEGISLATIVE FUNDING ADJUSTMENT FOR THE SCHOOL SYSTEM'S HIGHER PERSONNEL COSTS RELATED TO HIGHER STAFF SENIORITY.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Legislation was filed in both the House (Rep. Bloom) and Senate (Sen. Margolis) seeking a funding adjustment for Dade's higher teacher seniority. Both bills were reported favorable by their respective Education committee. Neither bill was calendered or passed their respective Appropriations committee or the full House or Senate.

This objective will again be pursued during 1987-88, in combination with an adjustment for level of teacher training. The prognosis for attaining this objective is unfavorable since few large districts in the State are similarly situated.

1986-87 INDICATOR OF ACCOMPLISHMENT

Availability of specific proposals for legislative solutions by October, 1986, and, if necessary, revised proposals by October, 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See Summary of Accomplishment - Self-Evaluation above.

OBJECTIVE TWO

THE BUREAU OF FINANCIAL AFFAIRS WILL COOPERATE WITH THE OFFICES OF EDUCATIONAL ACCOUNTABILITY AND MANAGEMENT AUDITS IN DEVELOPING STRATEGIES TO INCREASE THE CAPACITY OF THE SYSTEM TO FRAME POLICY ISSUES FACING THE BOARD AND/OR SCHOOL ADMINISTRATORS IN WAYS THAT WILL LEAD TO COST REDUCTIONS BASED UPON THE ELIMINATION OF OPERATIONS INEFFICIENCIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

It is recommended that this objective be assigned specifically to one or both of the audit/evaluation functions (offices).

OEA INDEPENDENT REVIEW

Little or No Progress Relative to 1986-87 Indicator: No action was taken during 1986-87 to address this objective.

1986-87 INDICATOR OF ACCOMPLISHMENT

Plan operational by end of 1986-87 and results available to Board prior to June of each fiscal year.

SELF-EVALUATION: Little or No Progress

Supporting Data:

See Summary of Accomplishment - Self Evaluation above.

OEA INDEPENDENT REVIEW

Little or No Progress: No action was taken during 1986-87 to address this indicator.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE THREE

THE BUREAU OF FINANCIAL AFFAIRS WILL COOPERATE WITH THE OFFICE OF SCHOOL OPERATIONS IN THE IMPLEMENTATION OF IMPROVED SCHOOL-BASED MANAGEMENT TECHNIQUES BASED UPON RECOMMENDATIONS OF A TASK FORCE STUDYING THE SITUATION DURING 1985-86.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

During the 1986-87 year, budget staff worked with the Office of School Operations and the Office of Information Technology to design and implement the School-Based Budgeting System (SBBS) which was approved by the School Board and will be used during 1987-88 in a group of pilot schools.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a By May 1987, implementation of those recommendations of the School-Based Management Task Force (which are approved by the Board) are included in the budget administration procedures for 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

School Based Budget System (SBBS) procedures distributed in May 1987.

3.b Prior to July 1987, allocation handbook revised.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Allocation Handbooks distributed and approved by the Board on July 27, 1987.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE FOUR

THE BUREAU OF FINANCIAL AFFAIRS WILL FURTHER COMPUTERIZE ALLOCATION, FORECASTING, AND ANALYTIC PROCEDURES TO IMPROVE ITS REAL-TIME SIMULATION CAPABILITIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

During 1986-87 a number of new computer applications, both mainframe and microcomputer-based, were implemented. See Supporting Data below.

1986-87 INDICATOR OF ACCOMPLISHMENT

Comparison of computerized forecasts and analyses using several different software applications in 1986-87 with methods used in 1984-85.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

During 1986-87 the following analyses were implemented using either Lotus or Maxicalc spreadsheet programs:

1. Chapter I and Compensatory Education expenditure projections
2. Monthly Salary expenditure projections (systemwide)
3. Transportation expenditure projections
4. QUIIP Share Value projections

Mainframe Applications:

1. School level rebudgets
2. School Based Budget System

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE FIVE

THE DIVISION OF FINANCE WILL PREPARE "REQUEST FOR BANKING SERVICES" FOR ALL DEPOSITORY BANK ACCOUNTS AND RELATED SUPPORT SERVICES. IT IS ANTICIPATED THAT SUCH RFP WILL BE MAILED OUT DURING THE THIRD QUARTER OF FISCAL YEAR 1986-87, WITH A TARGET IMPLEMENTATION DATE OF JULY 1, 1987.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Agenda Item B-13, Board Meeting of April 22, 1987, appointment of Sun Bank for School Board Banking Services.

1986-87 INDICATOR OF ACCOMPLISHMENT

Implementation of new bank services/relations based on successful bidder by the beginning of Fiscal Year 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See Summary of Accomplishment - Self-Evaluation above.

OBJECTIVE SIX

THE DIVISION OF ACCOUNTING WILL CONTINUE TO COMPUTERIZE REPORTS, BOTH INTERNAL AND EXTERNAL.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

MAXICALC Software used to produce Monthly Financial Report. Various automated reports produced for food service (weekly activity report, monthly activity report, management statistical reports etc. for the schools and the district).

This area is basically an on-going function that changes as the need arises.

OEA INDEPENDENT REVIEW

Considerable Progress Relative to 1986-87 Indicator: Computerization of reports has continued to progress as indicated in the self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

Production of increased reports, (i.e., the Monthly Financial Report to the Board, Food Service Management and Statistical Reports) by computerized methodology prior to the end of fiscal year 1986-87.

SELF-EVALUATION: Considerable Progress

Supporting Data:

See Summary of Accomplishment - Self-Evaluation above.

OEA INDEPENDENT REVIEW

Considerable Progress: There was no increase in the actual number of reports produced, however, it was determined that considerable progress had been made toward attainment of this indicator because of the progress in automating production of the financial reports. It was shown that the computerized reports are being produced more efficiently with increased capability to produce additional analyses as needed.

OBJECTIVE SEVEN

THE DIVISION OF ACCOUNTING WILL CONTINUE IN ITS JOINT EFFORT WITH THE OFFICE OF MANAGEMENT AUDITS TO COMPUTERIZE THE INTERNAL FUNDS ACCOUNTING.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Not Applicable

Summary of Accomplishment by Bureau/Office:

Implementation of objective to be determined based on the prioritization given to the project by the Information Technology Steering Committee.

1986-87 INDICATOR OF ACCOMPLISHMENT

Implementation of the computerized internal funds accounting on a pilot basis at the school level and the central management reports produced by the system by the end of Fiscal Year 1988-89.

SELF-EVALUATION: Not Applicable

Supporting Data:

See Summary of Accomplishment - Self-Evaluation above.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE EIGHT

THE DIVISION OF ACCOUNTING/ACCOUNTS PAYABLE SECTION WILL WORK WITH MIS AND THE DEPARTMENT OF PURCHASING TO IMPLEMENT THE NEWLY ACQUIRED MSA PURCHASING SOFTWARE SYSTEM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Beginning in December 1986, a committee representing the Division of Budget, Accounting (including accounts payable) and Purchasing, and the Office of Information Technology began meeting on a weekly basis to review the new MSA Purchasing System and to plan activities toward a July 1, 1987 implementation.

However, the actual software rebase by MSA was later than anticipated and as the committee's review progressed, it became apparent to everyone involved that the original target date of July 1, 1987 was not realistic. The committee continued to meet weekly throughout most of 1986-87 to become familiar with the software package. Ultimately, it was recommended to the Associate Superintendent, Bureau of Financial Affairs, that the target date for implementation be changed to July 1, 1988.

1986-87 INDICATOR OF ACCOMPLISHMENT

Availability of management reporting designed to provide for enhanced supervision of the purchasing and payables systems by the end of Fiscal Year 1987-88.

SELF-EVALUATION: Moderate Progress

Supporting Data:

See Summary of Accomplishment - Self-Evaluation above.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE NINE

THE DIVISION OF ACCOUNTING WILL WORK TO IMPLEMENT THE AUTOMATED REPORTING TO THE D.O.E. THAT THEY HAVE ANNOUNCED.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Not Applicable

Summary of Accomplishment by Bureau/Office:

D.O.E. is still in the process of determining when automated reporting requirement is to take place.

1986-87 INDICATOR OF ACCOMPLISHMENT

Complying with the D.O.E. time frames for computerized reporting via FIRN.

SELF-EVALUATION: Not Applicable

Supporting Data:

See Summary of Accomplishment - Self-Evaluation above.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE TEN

TO REMOVE ALL FRIABLE ASBESTOS AND HAZARDOUS WASTES FROM DADE COUNTY PUBLIC SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Accomplishment of this objective is directly related to the one company that is currently licensed and capable of disposing of the types of waste we generate.

1986-87 INDICATORS OF ACCOMPLISHMENT

10.a All material identified as hazardous through a survey site by administrators is removed prior to June 1987.

SELF-EVALUATION: Considerable Progress

Supporting Data:

During 1986-87, all hazardous waste that was identified was removed at a cost of approximately $200,000. This objective is ongoing, it requires the total cooperation of all site managers, employees, safety inspectors and the Hazardous Waste Manager.

10.b All currently identifiable friable asbestos is removed prior to June 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Pursuant to a court order from EPA, all identified friable asbestos was removed during the period July 1986 - June 1987. This objective is, however, ongoing. Cost of removal to the system for this period was $3,000,000.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE ELEVEN

THE DIVISION OF RISK MANAGEMENT WILL COORDINATE WITH THE OFFICE OF PERSONNEL AND THE DEPARTMENT OF MANAGEMENT AUDITS TO DEVELOP A PROCESS TO COLLECT VOLUNTARY RESTITUTION ON ALL CLAIMS AGAINST EMPLOYEES WHEN IT APPEARS APPLICABLE.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The system is up and running. The time spent thus far in accomplishing this objective has been in setting the basic groundwork. Now that this has been accomplished it is now possible to finetune the benefits of such a system. As a result, all known restitutions can be entered into the system comparing that money collected against the funds spent by the Board. The aspect of making sure that all damages and all restitutions flow through the system so that accurate comparison reports can be generated is now the primary goal that will be accomplished this year for the finalization of this objective.

1986-87 INDICATORS OF ACCOMPLISHMENT

11.a Development of a log to determine the number of claims (frequency) and amounts (severity) collected from year to year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

A log is presently being maintained.

11.b The claims and amounts collected during 1986-87 will be compared to 1985-86.

SELF-EVALUATION: Moderate Progress

Supporting Data:

It has taken sometime to be able to accurately develop whether all of the restitutions being made were actually being driven through this system. As a result, comparing the amounts collected from the 1985-86 fiscal year to 1986-87 would not be meaningful. The item of the objective will be accomplished next year making sure that all restitutions are entered into the system so that comparisons of actual cases can be determined for statistical reports.

BUREAU OF FINANCIAL AFFAIRS

OBJECTIVE TWELVE

IN ORDER TO DECREASE BOTH THE INCIDENCE AND THE COST OF VEHICLE ACCIDENTS INVOLVING SCHOOL BOARD EMPLOYEES, THE BUREAU OF FINANCIAL AFFAIRS, THROUGH THE DIVISION OF RISK MANAGEMENT, WILL COORDINATE AN EVALUATIVE PROCESS TO BE USED FOR EMPLOYEES DRIVING BOARD-OWNED VEHICLES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

Not enough data was available to provide relevant information for this objective. This is an ongoing objective.

1986-87 INDICATOR OF ACCOMPLISHMENT

Annual reduction in the number of accidents involving Board-owned vehicles during 1985-86, 1986-87, and 1987-88.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Data available from the Vehicle Accident Review Committee indicate a slight downward trend. This is an ongoing objective where each year is compared to the previous one.

OBJECTIVE THIRTEEN

THE DIVISION OF PURCHASING WILL IMPROVE PURCHASING PROCEDURES ALLOWING FOR THE MORE EFFECTIVE AND EFFICIENT MEANS OF ACQUIRING GOODS AND SERVICES USED BY THE SCHOOL SYSTEM; AND THE MORE DETAILED AND ACCURATE RECORD KEEPING OF THAT PROCESS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Progress has been made. Upon full implementation of the MSA Purchasing Program in July 1988 the purchasing process will be greatly streamlined with more timely placing of orders, receiving of goods and prompt payment to suppliers.

1986-87 INDICATORS OF ACCOMPLISHMENT

13.a Goods and services are acquired in a more timely and cost-effective manner as evidenced by decreased lead-time required for completion of the purchasing process, upon receipt of the purchase requisition by the Division of Purchasing. That lead time will vary according to the dollar value of the requisition as follows: $0 to $999 - 5 working days; $1,000 to $3,999 - 15 working days; $4,000 and up - 60 working days.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The full implementation of the MSA automated purchasing system has been delayed until July 1988 due to late arrival of MSA software and the extensive training required of district and school/ level personnel. This has delayed the above referenced time schedule to some extent. Every effort is, however, being made to achieve this schedule until such time as the MSA program is fully implemented.

13.b Ongoing audit of the purchasing process shows more timeliness of delivery; prompt vendor payment; distribution of business in additionally equitable manner; more detailed and comprehensive record-keeping of the purchasing process, as evidenced in the current computer-generated Purchase Order Expected Delivery Date Report and future MSA Purchasing Program Reports.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Even though the MSA Purchasing Program implementation has been delayed, every effort has and continues to be made to expedite delivery and payment of items ordered.

OBJECTIVE FOURTEEN

THE DIVISION OF PURCHASING, WORKING CLOSELY WITH OTHER BUREAU OF BUSINESS MANAGEMENT DEPARTMENTS AND THE MINORITY CONTRACTING COMMITTEE, WILL ASSIST IN THE DEVELOPMENT, IMPLEMENTATION AND MONITORING OF THE SCHOOL BOARD'S MINORITY BUSINESS ENTERPRISE SYSTEM, WITH THE LONG-RANGE GOAL OF ELIMINATING THE EXISTING DISPARITY FOUND BY THE EXTERNAL AUDIT FIRM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Division has developed and implemented Board Rule 6Gx13-3G-1.04 - Purchasing MBE Administrative Procedures. Using these procedures this Division has issued a large number of MBE set-aside bids targeted toward individual minority groups and/or all minority groups. The Division has participated in local and statewide MBE Trade fairs and seminars, seeking out new MBE sources of supply and services. The Division has developed a booklet titled "How To Do Business With Dade County Public Schools" outlining the policies and procedures that vendors must follow in order to do business with the school system. The Division has provided information on MBE vendors to the MBE Department to be used in a new MBE directory.

1986-87 INDICATOR OF ACCOMPLISHMENT

Annual reports to the Board indicate movement toward the ten-year goal of 52 percent of all School Board expenditures, in the form of construction, goods and services, and professional services contracts, going to Minority Business Enterprise vendors.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Policies and procedures have been implemented in order to increase minority participation. However, progress is undetermined at this point. MBE office has been charged with the responsibility of preparing all MBE expenditure reports. The 1986-87 report is still being worked on and developed by the MBE office. It will be presented to the Board in December 1987 or January 1988.

OFFICE OF LEGISLATIVE AND LABOR RELATIONS

SECTION J

OFFICE OF LEGISLATIVE AND LABOR RELATIONS

OBJECTIVE ONE

CONTRACT NEGOTIATIONS: THE OFFICE OF LEGISLATIVE AND LABOR RELATIONS WILL UTILIZE A COOPERATIVE BARGAINING APPROACH TO NEGOTIATING PROPOSED REVISIONS TO EXISTING DCPS EMPLOYEE FRINGE BENEFITS PACKAGES AND WILL ACHIEVE SUCH REVISIONS IN AN EFFICIENT AND TIMELY MANNER.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

All members of the Compensatory Fringe Benefits Council, including the United Teachers of Dade (UTD), the United Office Personnel of Dade/United Teachers of Dade (UOPD/UTD), the American Federation of State, County, and Municipal Employees (AFSCME), Local 1184, the Police Benevolent Association (PBA), and the Dade County School Maintenance Employee Committee ((DCSMEC)), have signed a Memorandum of Understanding agreeing to a Comprehensive Fringe Benefits Package for the 1987-88 contract year.

OEA INDEPENDENT REVIEW

Objective Accomplished: This objective was accomplished as indicated by the self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a Fringe benefits packages cooperatively bargained.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All employee bargaining groups were represented on the Compensatory Fringe Benefits Council, and each group has agreed to a Comprehensive Fringe Benefits package for the 1987-88 school year. Those employee groups in negotiations with DCPS at this time have also tentatively agreed to this benefits package.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

1.b Revisions completed in an efficient and timely manner.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Memorandum of Understanding restructuring the Fringe Benefit Packages for all Bargaining Units was agreed to by the parties involved.

OEA INDEPENDENT REVIEW

Indicator Accomplished: This indicator was accomplished as indicated by the self-evaluation.

OFFICE OF LEGISLATIVE AND LABOR RELATIONS

OBJECTIVE TWO

THE OFFICE OF LEGISLATIVE AND LABOR RELATIONS WILL SEEK TO ENHANCE THE ADMINISTRATIVE RESPONSE TIME TO PROPOSED LEGISLATIVE INITIATIVES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

The Legislative Liaison Advisory Committee provided a vehicle for almost instantaneous communication (by telephone and panafax transmitter) of fast-breaking legislative activity.

1986-87 INDICATOR OF ACCOMPLISHMENT

Reduction of major legislative initiatives which are made without staff having had the opportunity to analyze their potential impact on DCPS.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OLLR Staff made every effort to transmit pertinent proposed education legislation to appropriate staff. Also, the Legislative Relations Liaison Committee provided a vehicle for communication by telephone of "late-breaking" legislative activity.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

SECTION K

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE ONE

THE TESTING DEPARTMENT, OFFICE OF EDUCATIONAL ACCOUNTABILITY, WILL A) CONTINUE TO IMPROVE THE INFORMATION MADE AVAILABLE FROM THE EXISTING DISTRICTWIDE (STANFORD) TESTING PROGRAM; B) CONTINUE TO SEARCH FOR AN ACCEPTABLE REPLACEMENT TEST BATTERY FOR THE STANFORD AND MAKE THE APPROPRIATE REQUEST FOR FUNDING WHEN SAID TEST BATTERY IS IDENTIFIED; C) CONTINUE TO IMPROVE THE LEVEL OF TESTING INSERVICE OFFERED TO SCHOOLS; AND D) MAKE RECOMMENDATIONS TO REDUCE THE NUMBER OF TESTS THE SCHOOLS ARE REQUIRED TO ADMINISTER.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

All possible elements of the objective were met. See 1.a through 1.d below.

OEA NOTE: Please provide written summary.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a School-level actual-minus-expected test results distributed during 1986-87.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Inservice sessions for the Stanford and Subject Area Testing were increased at all school levels. Area level meetings were held to discuss the Stanford actual-minus-predicted (AMP) results with elementary principals. Junior high/middle school principal meetings were held to discuss both Stanford and Subject-Area Test results. These meetings were held in March and were scheduled through the area offices.

Subject-area test meetings focusing on a number of different results were held in late November/early December 1986 and again in late January 1987. These meetings were conducted in each area for the senior high school principals. Copies of the results distributed are on file in the Testing Department.

1.b Matriculation report produced.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

A feeder pattern report was produced in October 1986. The by school actual-minus-predicted (AMP) scores were given to the schools.

1.c By January 1987, report on feasibility of pilot testing of new test batteries.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

A review of standardized tests was conducted in the spring of 1986. Based upon the findings of the review committee, no new test was selected. Since no new tests were selected for consideration, no pilot testing was conducted. The committee concluded that the current Stanford should be retained and the SAT-7 Plus norms be analyzed for possible future use.

The new SAT-7 Plus norms have been received and reviewed. The current proposal is that the SAT-7 Plus norms be used for the spring 1988 administration of the Stanford. The April 1987 scores will be converted to SAT-7 Plus norms retroactively for comparative purposes.

The test review process will be reinstated in 1989-90. This is the projected time when new versions of norm-referenced standardized tests become available.

OBJECTIVE ONE (CONTINUED)

1.d Report on recommended changes in current testing procedures and tests used.

SELF-EVALUATION: Considerable Progress

Supporting Data:

A meeting was held in October 1986 with a committee of school administrators to discuss Stanford testing. The impact of testing on the instructional programs was a major concern. As a result, the number of subtests administered in April 1987 was significantly reduced from that of April 1986. This reduction in Stanford subtests was published in the 1986-87 Stanford Achievement Testing Procedures Manual and in RT-2679 memorandum "Changes in the Stanford Achievement Testing Program for 1986-87" (December 9, 1986).

Testing for 1987-88 may have to be expanded due to State Compensatory Education (SCE) and Chapter 1 needs assessment, placement, and evaluation requirements. The number of subtests to be administered in April 1988 has not been finalized.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE TWO

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL INCREASE THE DISTRICT'S ABILITY TO UTILIZE ACCOUNTABILITY INFORMATION BY REDUCING THE TIME BETWEEN INITIATION AND COMPLETION OF SELECTED ACTIVITIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Summary not provided by Office.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a The School Profiles document is published in February of 1987 and 1988.

SELF-EVALUATION: Considerable Progress

Supporting Data:

The School Profiles document was published in March 1987 (during the prior year, the document was published in April).

2.b The Statistical Abstract document is published in April of 1986 and March of 1987.

SELF-EVALUATION: Little or No Progress

Supporting Data:

The Statistical Abstract document was published in June 1987 (the same month as the prior year).

2.c Countywide results of the Standardized Achievement Test are released in August of 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The Stanford Achievement Test results were released in August 1987. Principals received individual pupil lists and school and countywide summary statistics (RT-2944 and RT-2997). By the end of August, the gender and ethnic summary statistics were sent to all schools.

2.d The discrepancy between the scheduled time of release of interim and final reports as contained in the evaluation plan (or in the plan for a management study) and the actual time of release of the report is reduced during 1986-87 and again in 1987-88.

SELF-EVALUATION: Moderate Progress

Supporting Data:

This objective would be more appropriately addressed if an assessment were made after the scheduled completion date for all 1986-87 evaluation studies. Only five of the 43 evaluation studies conducted during the 1986-87 school year were scheduled for completion prior to June 30, 1987. Reports for three of these studies were completed on schedule (no discrepancy) and prior to June 30, 1987. The two remaining studies had to be reassigned and rescheduled due to the promotion and transfer of the incumbent evaluator.

In the prior year, only 12 of 28 evaluation reports were released on or before the originally planned release date. However, 26 of 28 evaluation reports were released by the December deadline as specified in Objective nine of the District Comprehensive Plan, 1985-86 to 1989-90.

2.e The annual Status of Accomplishment of the objectives contained in the District Comprehensive Plan will be published within two months of the time that self-evaluation information is obtained from bureaus/offices.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The Status of Accomplishment report was published within two and one-half months of the time that self-evaluation information was obtained from bureaus/offices.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE THREE

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL IMPROVE THE CAPABILITY OF THE SCHOOL SYSTEM TO PRODUCE COMPREHENSIVE SHORT AND LONG-TERM STUDENT DEMOGRAPHIC PROJECTIONS WHICH ARE NEEDED TO DETERMINE FUTURE SCHOOL CONSTRUCTION AND INSTRUCTIONAL PROGRAMMING.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Short and long-term student projections are completed with the exception of projections by small areas of residence. Projections by small areas of residence are at different stages of completion but most of the work related to establishing databases has been accomplished.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a A projection model is developed by June 1987.

SELF-EVALUATION: Moderate Progress

Supporting Data:

The projection model is being developed as the projections are prepared. (See Indicators 3b and 3c below.)

3.b Long-term enrollment projections by ethnic groups, grade levels, and subareas of residence will be available by June 1987.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Long-term enrollment projections (to year 2000) by ethnic groups, grade levels, and administrative areas have been completed. Projections by sub-areas of residence have not been completed.

3.c Short-term enrollment projections by grades, schools, programs, ethnic groups, subareas of residence, and attendance areas will be available by June 1987.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Short-term (1990) enrollment projections by grade levels, ethnic groups, and administrative areas have been completed. Projections by schools, programs, subareas of residence and attendance areas have not been completed.

3.d Projection model will be evaluated and enrollment projections will be updated annually beginning in the fall of 1987.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator applicable to fiscal year 1987-88.

3.e Annual projections of the number of teachers needed by the system will be available in the fall of 1988.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator applicable to fiscal year 1987-88.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE FOUR

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL INCREASE STAFF EFFICIENCY BY IMPROVING ACCESS TO INFORMATION, ANALYSIS OF INFORMATION, AND THE DISSEMINATION OF INFORMATION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Office of Educational Accountability increased staff efficiency by increasing from 20 to 32 the number of people using the microcomputers and by making available the necessary hardware and software to access and transfer statistical data and other information.

OEA INDEPENDENT REVIEW

Objective Accomplished Relative to 1986-87 Indicators: The Objective had essentially been accomplished relative to 1986-87 indicators.

1986-87 INDICATORS OF ACCOMPLISHMENT

4.a Ninety percent of OEA staff members will utilize microcomputers in accomplishing their work by the end of June 1987, and 95% by June 1988.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The number of OEA professional staff members utilizing microcomputers in accomplishing their work increased to 32 during the 1986-87 school year. This number represented 91 percent of the OEA staff.

OEA INDEPENDENT REVIEW

Indicator Accomplished: The specified level of accomplishment for the 1986-87 year had been completed.

4.b The ability to download data from the main frame computer to the IBM PCs and Displaywriters will be achieved by June 1987.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The Office of Educational Accountability is now able to download data from the main frame computer to the IBM PCs and Displaywriters. This was accomplished during the 1986-87 school year.

OEA INDEPENDENT REVIEW

Considerably Progress: The ability to download data from the mainframe computer had been achieved but the system was not fully operational as of June 30, 1987.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE FIVE

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL INSTITUTE PROCEDURES TO MONITOR THE QUALITY AND ACCURACY OF DISTRICTWIDE DATA AND DISTRICTWIDE REPORTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Efforts to monitor the quality and accuracy of districtwide data and districtwide reports were continued through institution of additional verification procedures incorporated during the fall data collection. A formal study/audit of data files was, however, not undertaken.

1986-87 INDICATORS OF ACCOMPLISHMENT

5.a Completion of data audits of the student file in 1986-87 and the personnel file in 1987-88 and related computer reports, and the implementation of resulting recommendations during the following year.

SELF-EVALUATION: Little or No Progress

Supporting Data:

A formal study/data audit of the student file was not conducted. However, the procedures employed by MIS in carrying out their automated computer audit/verification was reviewed.

5.b Implementation of procedures to monitor the accuracy of data and the accuracy of computer reports.

SELF-EVALUATION: Moderate Progress

Supporting Data:

Additional validation procedures to monitor the accuracy of data and the accuracy of computer reports were incorporated during the fall data collection.

5.c By the spring of 1988 (if determined to be feasible during 1986-87), completion of a directory of computer reports generated by MIS and the specifications and definitions of terms used to generate the report.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator applicable for the 1987-88 fiscal year.

5.d By the spring of 1988, completion of an annual directory of the data collection activities approved by OEA for each year.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator applicable for the 1987-88 fiscal year.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE SIX

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY, PROGRAM EVALUATION DEPARTMENT, WILL CONTINUE THE DEVELOPMENT AND BEGIN THE IMPLEMENTATION OF A CYCLICAL EVALUATION SYSTEM WHICH BALANCES CONSIDERATION OF THE PRIORITY CONCERNS IDENTIFIED ANNUALLY THROUGH THE NEEDS ASSESSMENT PROCESS WITH THE CONTINUAL NEED TO PERIODICALLY ASSESS ALL MAJOR EDUCATIONAL PROGRAMS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Preliminary communications have been undertaken regarding the definition of "major educational programs"; evaluations of two programs are nearing completion (1. Junior High Gifted-Pilot, and 2. Dropout Prevention.)

OEA INDEPENDENT REVIEW

Moderate Progress Relative to 1986-87 Indicators: Moderate Progress Relative to 1986-87 Indicators: Moderate Progress as indicated in the self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

6.a Cyclical plan developed.

SELF-EVALUATION: Moderate Progress

Supporting Data:

See summary of accomplishment of overall objective above.

OEA INDEPENDENT REVIEW

Moderate Progress: Plan is still in process of being developed - pending identification by bureaus/offices of all major programs to be included in long term cyclical plan.

6.b Evaluation reports produced according to cyclical plan.

SELF-EVALUATION: Moderate Progress

Supporting Data:

See summary of accomplishment of overall objective above.

OEA INDEPENDENT REVIEW

Moderate Progress: Two evaluation programs (identified in the preliminary plan) are nearing completion.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE SEVEN

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL CONDUCT "NON-ROUTINE" EVALUATIONS IDENTIFIED THROUGH THE NEEDS ASSESSMENT PROCESS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

A survey to determine evaluation needs for 1986-87 was conducted between June 11 and July 1986. Tentative evaluation plans for all critical projects, issues, and/or areas of program operations identified during that period of time were completed by November 1986. Additionally, individual evaluators made oral presentations of their plans in a conference session with the Director of Program Evaluation and the Assistant Superintendent for OEA in early December 1986.

Evaluation plans for projects identified subsequent to the formalized survey were completed after November according to the time of the request.

In April 1987, a document entitled Mid-Year Status of Evaluation Studies was transmitted to the School Board. This document included a brief description, evaluation questions, date of final report and, where possible, preliminary findings for each evaluation study in progress.

All "non-routine" evaluations identified through the Needs Assessment process (as listed in the status report) are in progress and are expected to be completed and disseminated as provided in Indicator 7-b. (February of the following year.)

1986-87 INDICATORS OF ACCOMPLISHMENT

7.a New critical projects, issues, and/or areas of program operations are identified and evaluation plans are completed by November 1986.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Tentative evaluation plans were completed by November 1986 as in the summary above.

7.b For each major evaluation project initiated, an interim or final evaluation report is disseminated by February of the following year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

See summary of accomplishment of overall objective above.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE EIGHT

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL DEVELOP AND IMPLEMENT PROCEDURES DESIGNED TO INCREASE THE UTILIZATION OF EVALUATION REPORT RESULTS BY OTHER BUREAUS/OFFICES, THE SUPERINTENDENT, AND THE SCHOOL BOARD.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Subsequent to the writing of this objective, the School Board directed that all future evaluation reports appear as agenda items at regular School Board meetings, and the Deputy Superintendent directed staff to develop procedures to ensure the implementation of a recommendation relative to follow-up/utilization of evaluation findings. These two directives had a significant impact on the accomplishment of this objective as reflected in an increase in the number of reports disseminated and an increased demand (as compared to previous years) for evaluation information. Increasingly, we are finding program administrators refusing to make program decisions in the absence of (at least) preliminary information.

In addition, the School Board on numerous occasions has expressed some reservations to taking actions on agenda items in the absence of evaluation information.

Based on the foregoing, it is felt that the objective has been achieved not withstanding the fact that it is still possible (and always will be possible) to increase the utilization of evaluation report results.

1986-87 INDICATORS OF ACCOMPLISHMENT

8.a Revised procedures, if needed, are developed during 1986-87 for the dissemination of evaluation reports.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

All evaluation reports are now distributed as regular agenda items as directed by the School Board.

8.b The utilization of evaluation report recommendations is increased during 1987-88.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator Not Applicable for the 1986-87 fiscal year.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE NINE

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL IMPROVE THE POOL OF "REQUEST FOR PROPOSALS" (RFPS) RECIPIENTS USED IN CONTRACTING WITH EXTERNAL CONTRACTS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

Additional names have been added to the RFP mailing list but the number of responses per RFP is still fairly low.

1986-87 INDICATORS OF ACCOMPLISHMENT

9.a The number of qualified potential external contractors is increased during 1986-87 and 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Increase in number of RFP recipients on mailing list from 53 to 54.

9.b The number of qualified minority contractors is increased during 1986-87 and 1987-88.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

Additional minority contractor added to mailing list.

In 1985-86, out of a total "potential evaluator pool" of 53, 6 were minority; in 1986-87, out of a total pool of 54, 7 were minority.

9.c The response to RFPs is increased during 1986-87 and 1987-88.

SELF-EVALUATION: Little or No Progress

Supporting Data:

Number of proposals received in response to RFPs is still low (at most two per RFP, sometimes only one).

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE TEN

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY WILL IMPROVE THE ABILITY OF THE DISTRICT TO MAKE PLANNED CHANGES WHICH ARE RELATED TO ITS MISSION.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

To begin the strategic planning process for the district during December, Senior Staff had a retreat to identify priorities to be recommended to the Board. The Superintendent then discussed these priorities with Board Members individually. In two subsequent Board meetings, the recommended priorities were again discussed and modified. The Board then approved seven major priorities for improvement. These priorities are the basis for the District Strategic Plan and have served to focus the district's fiscal and human resources as Strategic Planning Action Teams developed multiple strategies to address the seven priorities. These plans received extensive review by Senior Staff, review by the Board during an April Conference session, and additional review during a planning/budgeting workshop.

1986-87 INDICATORS OF ACCOMPLISHMENT

10.a There is increased involvement of the Board, the Superintendent, and Senior Staff in developing major goals and objectives as evidenced by an increase in the number of planning sessions when 1986-87 is compared to 1984-85, the baseline year.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

The involvement of the Board Superintendent, and Senior Staff increased tremendously as indicated by the following list of new planning activities during 1986-87.

Senior Staff and and District Staff identification of Critical Issues: November 12 - December 5, 1986
Senior Staff Retreat on Critical Issues: December 5, 1986
School Board/Senior Staff Retreat on the need for a Strategic Planning Process: March 22-23, 1987
Senior Staff review of Preliminary District Strategic Plan: March 5, 6 and 14
School Board Conference Session concerning Preliminary District Strategic Plan: April 1, 1987
School Board Conference Session on Planning and Budgeting: May 18, 1987
School Board Workshop on Planning and Budgeting: June 22, 1987
School Board "Workshops" were initiated for the first time in June 1987; since then the practice has spread

10.b District and school-level plans for 1986-87 contain more detailed strategies to be used to achieve the stated objectives than were evident in plans for 1984-85, the baseline year, as evidenced by an audit of a randomly selected sample of district and school-level plans.

SELF-EVALUATION: Moderate Progress

Supporting Data:

An actual random sample of the District Comprehensive Plan: 1984-85 and the District Comprehensive Plan: 1986-87 was selected and evaluated. Data is on file in O.E.A.

OBJECTIVE TEN (CONTINUED)

10.c Faculty and citizen participation in the development of the District Comprehensive Plan and School Improvement Plans is increased when 1986-87 is compared to 1984-85, the baseline year, as evidenced by a response to a survey of a random sample of schools concerning planning practices.

SELF-EVALUATION: Little or No Progress

Supporting Data:

A successful effort was made to obtain greater input from Senior Staff Members and the Board. Next year a greater effort should be made to provide for greater input from school-level staff and citizens. It is also intended that the results of staff and citizen surveys will be heavily utilized.

10.d Performance planning and appraisals for individuals and the district's priority plans as contained in the District Comprehensive Plan have a more direct relationship when 1987-88 is compared to 1984-85, the baseline year, as evidenced by an increased number of performance goals that are directly related to the district's plans.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator applicable to 1987-88 fiscal year.

10.e The strategic planning process is integrated into the district's regular planning procedures by June 1989.

SELF-EVALUATION: Considerable Progress

Supporting Data:

Indicator applicable to 1988-89 fiscal year but considerable progress had been made during 1986-87.

OBJECTIVE ELEVEN

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY, PROGRAM EVALUATION DEPARTMENT, WILL IMPROVE THE COORDINATION OF EVALUATION AND RESEARCH EFFORTS/RESOURCES WITHIN AND EXTERNAL TO THE DISTRICT.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

The Dade County Public Schools receive frequent requests from persons or organizations outside the school system to conduct testing and other research in the public schools. To facilitate the procedures by which such research is carried out in DCPS, and to ensure that the proposed studies meet practical and technical criteria, they must be submitted for approval to the Research Review Committee (RRC) of the Office of Educational Accountability (Board Rule 6GX13-6A-1.392). Requests from persons within the school system, usually from persons seeking university degrees, must also be submitted for approval to the RRC.

In order to improve the coordination of evaluation and research efforts/resources within and external to the District, OEA conducted the following evaluation activities during 1986-87:

1. A letter was sent to vice-presidents of academic affairs of fifteen local and state universities. The letter described procedures which should be followed by graduate students, faculty and other university personnel who are interested in conducting research in DCPS. Ten copies of the Research Review Application were included.
2. Surveys were conducted concerning improvements to research/review practices. The following people were surveyed: a) a random sample of principals of schools in which research was conducted (March 1986 - March 1987); b) all external researchers of studies conducted during March 1986 - March 1987; and c) Research Review Committee members.
3. The analysis of survey results, and a summary report of external research conducted in DCPS (March 1986 - March 1987), are currently in progress.

1986-87 INDICATORS OF ACCOMPLISHMENT

11.a There is increased collaboration between OEA/DCPS and local/state universities in implementing research review procedures during 1986-87.

SELF-EVALUATION: Considerable Progress

Supporting Data:

See summary of accomplishment of overall objective above.

11.b Turnaround time for responding to both internal and external requests is reduced when 1987-88 is compared to 1986-87.

SELF-EVALUATION: Not Applicable

Supporting Data:

Indicator applicable to 1987-88 fiscal year.

OFFICE OF EDUCATIONAL ACCOUNTABILITY

OBJECTIVE TWELVE

THE OFFICE OF EDUCATIONAL ACCOUNTABILITY, ASSISTED AS NEEDED BY THE BUREAU OF FINANCIAL AFFAIRS AND DIVISION OF MANAGEMENT AUDITS, WILL DEVELOP A PLAN TO INCREASE THE CAPACITY OF THE SYSTEM TO FRAME POLICY ISSUES FACING THE BOARD AND/OR SCHOOL ADMINISTRATORS IN WAYS THAT WILL LEAD TO COST REDUCTIONS BASED UPON THE ELIMINATION OF OPERATIONS INEFFICIENCIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Little or No Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Summary not provided by Office.

1986-87 INDICATORS OF ACCOMPLISHMENT

12.a Plan developed by June 1987.

SELF-EVALUATION: Little or No Progress

Supporting Data:

12.b Plan operational by end of June 1988 and results available to Board prior to June of each fiscal year.

SELF-EVALUATION: Not Applicable

Supporting Data:

OEA NOTE: Supporting data not provided by Office.

OFFICE OF MANAGEMENT AUDITS

SECTION L

OFFICE OF MANAGEMENT AUDITS

OBJECTIVE ONE

BY 1987-88, THE OFFICE OF MANAGEMENT AUDITS WILL AUDIT ALL SCHOOLS' INTERNAL FUNDS ON AN ANNUAL BASIS BY USING STATISTICAL SAMPLING TECHNIQUES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

1.a During 1986-87, an annual audit will be completed on internal funds of all junior high schools, senior high schools, and elementary schools.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1.b During 1987-88, an annual audit will be completed on the internal funds of all schools.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OFFICE OF MANAGEMENT AUDITS

OBJECTIVE TWO

BY 1988-89, THE OFFICE OF MANAGEMENT AUDITS WILL PERFORM ALL AUDITS OF INTERNAL FUNDS USING COMPUTERIZED AUDIT PROGRAMS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA INDEPENDENT REVIEW

Considerable Progress Relative to 1986-87 Indicators: Appropriate documentation was presented and reviewed.

1986-87 INDICATORS OF ACCOMPLISHMENT

2.a In 1986-87, audit work papers reflect automation of audits of elementary schools.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA INDEPENDENT REVIEW

Indicator Accomplished: The Office of Management Audits uses the lotus release 2 spreadsheet to audit the elementary schools. By making these audit work papers available for review OEA was able to verify the accomplishment of this indicator, although data was not originally provided by the Office to support their self-evaluation.

2.b In 1987-88, audit work papers reflect use of statistical sampling techniques and automated audit procedures for junior high school audits.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA INDEPENDENT REVIEW

Considerable Progress: The Office of Management audits uses a basic program to do their statistical sampling. By making this program available for review, OEA was able to verify the accomplishment of this indicator, although data was not originally provided by the Office to support their self-evaluation.

OBJECTIVE TWO (CONTINUED)

2.c In 1988-89, all audits of internal funds will be performed using computerized audit programs.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OEA INDEPENDENT REVIEW

Considerable Progress: The computerized audit program used by the Office of Management Audits to audit all internal funds was lotus release 2. By making this information available for review, OEA was able to verify the accomplishment of this indicator, although data was not originally provided by the Office to support their self-evaluation.

OBJECTIVE THREE

THE OFFICE OF MANAGEMENT AUDITS WILL PERFORM ANNUAL AUDITS OF THE AFTER-SCHOOL CARE PROGRAM, FOOD SERVICE PROGRAM, ADULT EDUCATION CENTERS, VOCATIONAL SCHOOLS, AND OTHER CENTERS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

3.a Beginning in 1987-88, all Adult Education Centers are annually audited using statistical sampling techniques.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

3.b Beginning in 1986-87, the Food Services Program is annually audited.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

3.c By 1987-88, annual audits will be completed for the After-School Care Program, Food Service Program, all Adult Education Centers, and all Vocational Schools.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OBJECTIVE FOUR

ANNUALLY, THE OFFICE OF MANAGEMENT AUDITS WILL PERFORM AN OPERATIONAL AUDIT OF A DISTRICT-LEVEL DEPARTMENT AS PROVIDED IN THE BOARD-ADOPTED AUDIT PLAN.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

Operational audits completed as in the Audit Plan.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OFFICE OF MANAGEMENT AUDITS

OBJECTIVE FIVE

THE OFFICE OF MANAGEMENT AUDITS WILL COOPERATE WITH THE OFFICES OF EDUCATIONAL ACCOUNTABILITY AND BUDGET AND FINANCE IN DEVELOPING STRATEGIES TO INCREASE THE CAPACITY OF THE SYSTEM TO FRAME POLICY ISSUES FACING THE BOARD AND/OR SCHOOL ADMINISTRATORS IN WAYS THAT WILL LEAD TO COST REDUCTIONS BASED UPON THE ELIMINATION OF OPERATIONS INEFFICIENCIES.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Moderate Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

Plan operational by end of 1986-87 and results available to Board prior to June of each fiscal year.

SELF-EVALUATION:

OEA NOTE: Self-evaluation not provided by Office.

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OFFICE OF MANAGEMENT AUDITS

OBJECTIVE SIX

THE OFFICE OF MANAGEMENT AUDITS WILL REDUCE THE SERVICE BACKLOG AND PROVIDE MORE TIMELY SERVICE THROUGH THE IMPLEMENTATION OF THE RECOMMENDATIONS MADE BY DELOITTE HASKINS & SELLS IN THEIR CAPITAL OUTLAY AND CONSTRUCTION MANAGEMENT REPORT.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicators

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATORS OF ACCOMPLISHMENT

6.a Service backlog reduced annually.

SELF-EVALUATION: Moderate Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

6.b More timely service is provided when 1986-87 is compared with 1984-85.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OFFICE OF MANAGEMENT AUDITS

OBJECTIVE SEVEN

THE OFFICE OF MANAGEMENT AUDITS WILL MONITOR THE IMPLEMENTATION OF THE SUGGESTED ORGANIZATION, SYSTEM IMPROVEMENTS, AND OVERALL TRANSPORTATION OPERATIONS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

Recommendations in the Audit of Transportation are implemented.

SELF-EVALUATION: Considerable Progress

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OFFICE OF MANAGEMENT AUDITS

OBJECTIVE EIGHT

THE OFFICE OF MANAGEMENT AUDITS WILL AUDIT THE COMMUNITY SCHOOL PROGRAM IN CONJUNCTION WITH THE OFFICE OF EDUCATIONAL ACCOUNTABILITY TO ASSESS THE FINANCIAL SOUNDNESS AND EDUCATIONAL VALUE OF THE COMMUNITY SCHOOL PROGRAM.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Objective Accomplished Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

An audit is conducted of each Community School.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

OBJECTIVE NINE

THE OFFICE OF MANAGEMENT AUDITS WILL AUDIT THE VOCATIONAL COOPERATION EDUCATION PROGRAM AT THE SECONDARY SCHOOLS.

STATUS OF ACCOMPLISHMENT OF THE OVERALL OBJECTIVE AS OF JUNE 30, 1987

SELF-EVALUATION: Considerable Progress Relative to 1986-87 Indicator

Summary of Accomplishment by Bureau/Office:

OEA NOTE: Data was not provided by Office to support self-evaluation.

1986-87 INDICATOR OF ACCOMPLISHMENT

An audit is conducted at each school participating in the program.

SELF-EVALUATION: Indicator Accomplished

Supporting Data:

OEA NOTE: Data was not provided by Office to support self-evaluation.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964– prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93–508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.